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ABSTRACT

A study investigated the literary experiences and understanding of elementary school students by focusing on the literature children encounter in school and at home, literary instruction, and the differences between good and poor readers. Teachers and researchers traced the reading habits of eight second-grade students from two classrooms from November 1988 to June 1989. Results indicated that: (1) the literary experiences of these children were extensive, and occurred with regularity in their homes and at school; (2) both teachers (one who used only trade books for her reading program, and one who used a combination of a basal reading program, guided reading of children's trade books, and independent reading of trade books) placed a strong emphasis on literature and had many similar routines for engaging children with literature; and (3) poor readers actually read more than many of the better readers. Results further indicated that what separated the eight students with respect to their engagement in classroom literacy activities was not primarily their reading ability, but rather a combination of gender factors, reading ability factors, and variations in individual student behaviors. Results suggest that although traditional methods of defining and distinguishing between better and poorer readers reliably characterize their reading abilities within the framework of a traditional reading skills curriculum, these methods are less useful in characterizing children as readers of literature. (Nineteen tables of data and 7 figures are included; 38 references and 1 appendix are attached.) (PRA)

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A Study of Second Graders' Home and School Literary Experiences

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A Study of Second Graders' Home and School Literary Experiences

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While the bulk of the pedagogical and research literature in literacy has focused on reading and writing skills over the past twenty years, there is a growing interest in literature as a component of a literacy program, and in the role played by reading full-length literature in children's literacy development. This is not to say that teachers have fully embraced Huck's (1977) suggestion that literature be the reading program in elementary school. One finding that emerges from studies of elementary reading (Anderson, Hiebert, Scott, & Wilkinson, 1985) is that children appear to spend very little time in class (an average of 7-8 minutes a day) engaged in silent reading, and even less engaged in reading extended pieces of prose (e.g., full-length books). Although most elementary classroom teachers do not appear to use literature as the primary vehicle for reading instruction, it is not fair to characterize the typical elementary language arts program as completely devoid of extended reading of literature: teachers regularly read literature to children, they assign books to be read, they schedule "library" periods, and they often organize regular silent reading periods. However, in a study of the uses of literature by elementary teachers in their language arts programs, Walmsley and Walp (1989) found that many teachers were unsure of its purpose in the teaching of reading and writing. Although elementary teachers value the reading of literature as an important aspect of their language arts program, they find it very difficult to incorporate in an already crowded language arts curriculum (Walmsley & Walp, 1990). Further, it has been argued that the language arts and content area textbooks typically used in elementary school are not an adequate substitute for the reading of full-length literature. For example, Anderson and Armbruster (1984), and Davison and Kantor (1982) have shown that textbooks for reading, literature, and social studies are limited in the exposure they give to children in the diversity of natural language structures, richness of vocabulary, complexity of plot, and range of genres typically found in full-length literature; Sewall (1987) has shown that social studies textbooks are limited in their content knowledge, too.

In terms of the research literature, secondary students' literary knowledge has been well studied over the past decade (e.g., Beach & Hynds, 1990; Purves & Beach, 1972; Ravitch & Finn, 1987;), and classroom experiences with literature have been well documented (Langer, 1990; Marshall, Klages, & Fehlman, 1991). At the elementary level, the pioneering work of Applebee

(1978) has been followed by an ever-increasing number of studies that have examined children's literary understanding both in school (Galda, 1983; Hickman, 1980, 1983; Hill, 1985; Lehr, 1988; Morrow, 1987; Sulzby, 1985; Yocom, 1987) and outside of school (e.g., Fielding, Wilson, & Anderson, 1986; Greaney, 1980). It should be noted that most of the contributions to our understanding of how children respond to literature, and how they use literature in their literacy development comes from scholars in the field of children's literature, not from reading researchers. This may help explain why the teaching of reading and the teaching of literature have yet to be integrated in any substantial way in elementary schools, despite some notable exceptions (Atwell, 1987; Hill, 1986; Routman, 1988; Walmsley & Walp, 1990), and despite advice given on this topic many years ago by leading educators (Holdaway, 1979; Moffett, 1967; Smith, 1987; Veatch, 1968).

An implication of this body of work is that elementary schools need to substantially improve their diet of real literature in their language arts programs. Indeed, secondary students' limited knowledge of literature (see Ravitch & Finn, 1987) may have its roots in the relatively impoverished literary environment at the elementary level.

The purpose of the present study was to contribute to our growing knowledge of elementary children's literary experiences and understanding, by focusing on three questions that seem to us not to have received sufficient attention in the professional literature: first, what literature do children encounter in school, what do they encounter at home, and what is the relationship between the literature experienced in the two settings? Earlier studies of out-of-school reading focused primarily on the amount of time spent reading at home (e.g., Fielding, et al., 1986): our interest is not so much how long children spend reading, but what they read in the two settings. For example, what specific titles do second graders read? From what genres is this reading drawn? What book formats (e.g., wordless picture books, illustrated story books, chapter books) most typify this reading? What kinds of characters inhabit these books, and what topics are they about? What proportion of these books are read to children, what proportion do they read on their own, and what proportion do they read in a shared fashion with either a parent or teacher? Are there differences in the kinds of books that are read to or shared with children versus those they read on their own?

Second, we do not know enough about the nature of elementary literary instruction and the ways in which children participate in literary learning in school. In Walmsley and Walp's (1989) study, teachers reported that they regularly read full-length literature aloud to children, they encouraged children to read books independently (mostly out of school, but for limited periods in school as well), and they routinely engaged in "guided" reading with the children, although this guided reading more often was done with extracts from children's literature in a basal reader than with full-length literature itself. There is now no shortage of descriptions of literature-based classrooms (e.g., Atwell, 1987; Butler & Turbill, 1987; Cullinan, 1987; Hancock & Hill, 1987; Johnson & Louis, 1987; Routman, 1987; Walmsley & Walp, 1990); these are invaluable guides to classroom practice, but they do not constitute careful observations of children and teachers engaged in literary activity. There are such studies (e.g., Galda, 1983; Hickman, 1980; Morrow, 1987; Yocom, 1987), and they provide useful insights about specific aspects of children's encounters with literature. Our interest in elementary literature instruction is more general. For example, what literary

experiences/instruction do teachers provide for their students? How much time do they allocate to the various activities? What is the focus of their literary instruction, and how do they go about it? How do students engage in these literary activities? (i.e., What do they do? What is their level of involvement?)

Third, while there is evidence that poor readers routinely are exposed to less connected text than better readers in traditional ability reading group instruction (e.g., Allington, 1983), and there is some evidence (e.g., Walmsley & Walp, 1990) that poor readers do benefit from reading full-length literature, the differential exposure to literature by good and poor readers in elementary school has not been well documented, nor is it well understood what the consequences are of unequal literary experiences for better and poorer readers. We assume that better readers read more than poorer readers both at home and in school, but do they read different kinds of books in either setting? In school, are there differences in the way that teachers approach the literary instruction of better and poorer readers? In the way that better and poorer readers use the time set aside for literary activities?

The aim of this study was to address these three issues: What kinds of books are second graders exposed to at home and in school? What characterizes literary instruction and how do children participate in it? What are the differences between better and poorer readers in certain aspects of their home and school literary experiences?

Method

Subjects. A total of 8 second-grade children agreed to participate in the study, two better readers (one girl, one boy) and two poorer readers (one girl, one boy) from each of two classrooms, representing two different approaches to teaching reading/language arts—one that combines a basal reading series with full-length literature; the other that uses full-length literature as the sole vehicle for language arts instruction. We chose these two classrooms so as to represent currently popular approaches to using literature in the elementary school. The number of children studied in each classroom is necessarily small to enable us to examine their literary experiences in depth.

Overview of Procedures. In order to address the research question, "What kinds of books are second graders exposed to at home and in school?" we recorded the titles of all books read to the 8 target students, or read with them in a guided reading activity, or read by them independently (either in school or out of school) throughout the study period. To do this, we asked the teachers to record the titles of all the books they read to, or shared with, students in the classroom; we also asked the focus students to keep track of books they read on their own, either in school or at home; and we asked the focus students' parents to keep a log of books they read to, or shared with, their children. In each site, we kept in weekly contact with the focus students, so as to ensure that the logs were done contemporaneously. In the classroom that combined the basal with literature (we will call this classroom the "Combined" classroom), we tracked the four students' book reading from January, 1989 to June, 1989; in the other classroom (we will refer to it as the "Literature" classroom), we tracked the four students' book reading from November, 1988 to June, 1989.

In order to address the research question, "What characterizes literary instruction and how do children participate in it?" we observed the focus students in all their literacy-related instruction over a period of time. In the "Literature" classroom, we observed for one week (5 days). In the "Combined" classroom, which rotated between weeks devoted to the basal reader, guided reading with trade books, and independent reading with trade books, we observed focus students for two weeks (4 days during the guided reading week, 4 days during the independent reading week). Since we were only interested in observing the focus students engaged in the reading of full-length literature, we did not observe during the week devoted to basal reading instruction. (The study was focused on the nature and kinds of literature encountered by the students, not on a comparison between basal and literature-based literacy instruction.) Field notes were made of all literacy-related activities, and notes were made on the time devoted to all activities (whether literacy-related or not) during the observation weeks. To supplement the field notes, we gathered samples of written exercises (tests, worksheets, compositions, projects, etc.) related to read-aloud, guided, and independent reading in the intensive study periods.

Since all the data to be collected involved equal numbers of better and poorer readers, no additional data was gathered to address the final research question, "What are the differences between better and poorer readers in selected aspects of their home and school literary experiences?"

Analysis of data. We attempted to analyze all the books read to target students, read with them in a guided reading activity, and read independently by them throughout the study period according to four dimensions: genre, format, topic, and characters. After reviewing categorical schemes in the literature (e.g., Huck, Hepler, & Hickman, 1987; Lukens, 1982), we felt a need to separate a book's *genre* from its *format*, and thus modified existing schemes to keep genre attributes distinct from format attributes. We also tried to simplify genre categories, eliminating for the purposes of this study some of the finer distinctions (e.g., the distinctions between Lukens' 'problem' realism and 'social issues' realism within the broader category of realistic fiction), and genres we knew would not be represented in this corpus (e.g., science fantasy). We also did not distinguish between animal and human stories in the genre category (thus we do not have separate categories for human and animal adventure, for example), partly for the sake of simplicity, but partly, too, because we categorized this dimension under "Characters." One of our purposes was to create a genre scheme that ultimately would be useful to teachers, separating books according to easily recognizable genre categories they would find suitable in the planning of a literature curriculum. Figure 1 explains how we defined the various genres, while Figure 2 gives examples from the data set of books that exemplify each of these categories. We should point out that no scheme for categorizing children's literature is foolproof, and ours is no exception: many books sit on the edge between categories or span several of them. For example, the distinction between fairy tales and folk tales is quite subtle; many books at this level are both humorous and realistic fiction; occasionally it is hard to decide between mystery and adventure. In such cases, we used the categorization of authorities in the field (e.g., Huck et al., 1987), or, if that was not available, we made a judgment based on our reading of the book in question.

Figure 1: Explanation of Genre Categories

Traditional Literature	*Literature passed down from generation to generation; literature that reveals the values and beliefs of a culture.*
Myths & Legends	Myths frequently explain natural phenomena through religious or ritualistic plots. Legends are stories presented as true accounts of past secular events or heroes.
Folk Tales	Fictional stories with predictable plot structure (e.g., "Once upon a time"). They often depict conflicts between good and evil where good eventually "lives happily ever after."
Fairy Tales	Fairy tales share many of the same characteristics as folktales but often are longer and contain romantic elements.
Fables	Fables are very short stories, usually with animal characters depicting human behaviors, that teach a lesson or moral.
Epics	Epics are long narratives with the adventures of a heroic figure as the center of action.
Concepts	*Literature that enriches an area of understanding and helps make knowledge of that area explicit.*
Concepts	Stories that help develop understanding of a concept area such as letters of the alphabet, numbers, colors, shapes.
Realism	*Literature that is not true but draws upon events from "real life" and treats them in a realistic manner.*
Realistic Fiction	In realistic fiction, the plot, setting, and characters depict "real life" situations and issues but are not actual, true accounts.
Mystery	Mystery contains elements of suspense and involves the reader in solving the problem driving the plot.
Humor	Literature which, through the situations depicted, the language used, or sheer nonsense, is written to make children laugh.
Adventure	Adventure stories are fast-paced and include elements of excitement. The plot may center around overcoming difficulties, journeys or quests.
Historical Fiction	Literature based on historical settings and events but fictional elements, such as the characters, are used.
Fantasy	*Literature that creates a make-believe world while maintaining a sense of the believable through the realistic treatment of characters and events.*
Science Fiction	Science fiction draws upon hypothesized scientific and technological advances in telling stories about the future of mankind.
Fantasy	Fantasy creates an imaginary world which departs from what is real and expected yet is made believable through and their experiences.
Nonfiction	*Literature based on truth or fact; factual accounts.*
Reference	A variety of printed materials that present factual descriptions and accounts of particular events and topics.
(Auto)Biography	Stories of the lives of people, typically explorers, famous leaders, and people who have accomplishments in a particular field, told by self (autobiography) or others (biography).
Informational	Informational text is factual and may be supported by detailed descriptions, definitions, illustrations and examples to clarify information presented.

Figure 2: Examples of Books from Genre Categories

Genre	*Examples of Books (from 2nd Grade sample)*
Myths & Legends	Saint George and the Dragon (Margaret Hodges); The Legend of the Indian Paintbrush (Tomie de Paola)
Folk Tales	Tikki Tikki Tembo (retold by Arlene Mosel); The Beginning of the Armadillo (Rudyard Kipling)
Fairy Tales	Little Red Riding Hood (Jacob & Wilhelm Grimm); Rapunzel (retold by Amy Ehrlich)
Fables	The Monkey and the Crocodile (Paul Galdone)*
Epics	Hiawatha (Henry Longfellow)*
Concepts	Animalia (Graeme Base); The Z Was Zapped (Chris Van Allsburg); The Berenstain Bears–Bears on Wheels (Stan and Jan Berenstain)
Realistic Fiction	Ira Sleeps Over (Bernard Waber); Two Dog Biscuits (Beverly Cleary)
Mystery	Nate the Great and the Fishy Prize (Marjorie Sharmat); Cam Jansen and the Mystery of the Gold Coins (David Adler)
Humor	How to Eat Fried Worms (Thomas Rockwell); The Man Who Didn't Wash His Dishes (Phyllis Krasilovsky)
Adventure	We're Going on a Bear Hunt (Michael Rosen & Helen Oxenbury); The Cricket in Times Square (George Selden)
Historical Fiction	Little House in the Big Woods (Laura Ingalls Wilder); Sam the Minute Man (Nathaniel Benchley)
Science Fiction	Commander Toad and the Space Pirates (Jane Yolen); Space Case (Edward Marshall)
Fantasy	Amanda and the Mysterious Carpet (Fernando Krahn); Yertle the Turtle and Other Stories (Dr. Seuss)
Reference	Encyclopedia Britannica *
(Auto)Biography	Martin Luther King: Free At Last (David Adler); The Value in Believing in Yourself: The Story of Louis Pasteur (Spencer Johnson)
Informational	Apple Tree! Apple Tree! (Mary Blocksma); A Very Young Circus Flyer (Jill Krementz)

*Sole examples from data set

We also categorized reading materials according to their format. By format, we mean the material's physical characteristics; first, distinguishing between books, plays, diaries, documents, magazines, newspapers and nonprint; next, describing the relationship between text and illustrations; finally, whether the text was primarily verse or prose. In primary school, children themselves are well aware of a book's format, having graduated from cloth books(made literally of cloth, so that an infant can handle it without injury to themselves or the book), to board books (made with extra thick pages that can stand the abuse meted out to them by 3 year-olds), to picture books, and finally to what they call "chapter" books. In the transitional stage in which our second graders find themselves, it was important that we distinguish between the various formats that are typically found in early primary school. Thus we have no cloth or board categories, but we do distinguish between the various formats that come after board books, all the way to chapter books. These include wordless picture books, picture story books, illustrated story books, illustrated chapter books, and finally chapter books themselves. Figure 3 describes these format categories, and gives examples of books from the data set that exemplify them.

A third way in which we categorized reading material was to identify their general topics. We were interested in knowing what kinds of topics children would be exposed to in either the books they read or those that were read to them. We identified seven such topics: everyday experiences, the calendar, media, subject areas, imagination, current events, and concepts. Figure 4 explains these categories, and gives examples of books whose topics fall into the seven subcategories.

Finally, we categorized the books according to the kinds of characters that inhabited them. Of particular interest to us was whether children at this stage of their literary development (and those who read to them) have a preference for books with human or nonhuman (typically animals, but also monsters and space creatures) characters, and what percentage of books had no characters as such. Since many books mix human and nonhuman characters, we included a category where both were represented. Figure 5 explains these categories and gives examples drawn from the data set.

Findings

(1) *Description and Analysis of Books*

Our first set of questions related to second graders' literary experiences at home and in school. Specifically, we wanted to learn what literature these children encounter in school, what they encounter at home, and what the relationship is between the literature experienced in the two settings. For example, what specific titles do second graders read? From what genres is this reading drawn? What book formats (e.g., wordless picture books, illustrated story books, chapter books) most typify this reading? What kinds of characters inhabit these books, and what topics are they about? What proportion of these books are read to children, what proportion do they read on their own, and what proportion do they read in a shared fashion with either parent or teacher? Are there differences in the kinds of books that are read to or shared with children versus those they read on their own? Are

Figure 3: Explanation of Format Categories, with examples

Format	*Explanation*	*Examples of Books (from 2nd Grade sample)*
Wordless Picture Book	Book without any text, in which the illustrations carry the story on their own	Dreams (Peter Spier); Moonlight (Jan Ormerod); Hiccup (Mercer Mayer)
Picture Story Book	Book with pictures and text, in which the illustrations carry much of the story, complemented by the text	The Very Hungry Caterpillar (Eric Carle); Go, Dog, Go! (P.D. Eastman)
Illustrated Story Book	Book with pictures and text, in which the text carries the story, complemented by the illustrations	Dinosaur's Divorce: A Guide for Changing Families (Laurie & Marc Brown); The Berenstain Bears and the Bad Dream (Stan & Jan Berenstain)
Illustrated Chapter Book	Book with pictures and text in chapter form, in which the illustrations complement the text	Blue Bay Mystery (Gertrude Warner); Freckle Juice (Judy Blume)
Chapter Book	Book with text in chapter form, no illustrations	Superfudge (Judy Blume); Jelly's Circus (Dean Hughes)
Anthology	Book of collected stories, either in full or excerpts	A Christmas Book (Joan Walsh Anglund); Great Children's Stories (Frederick Richardson)
Drama	Text presented in dramatic form	(no examples)
Diary	Text presented in diary format	A Mouse's Diary (Michelle Cartlidge); Kitty-A Cat's Diary (Robyn Supraner)
Document	Text presented as a document (e.g., proclamation)	(no examples)
Magazine	Text in magazine format	HighLights for Children ; Sports Illustrated for Kids
Newspaper	Text in newspaper format	Times-Union Newspaper *
Non-Print	Literature presented in non - print format (e.g., film)	(no examples)
(Verse) Picture Story Book	Picture Story Book presented in verse format	(no examples)
(Verse) Illustrated Story Book	Illustrated Story Book presented in verse format	Green Eggs and Ham (Dr. Seuss); I Know an Old Lady Who Swallowed a Fly (Rose Bonne)
(Verse) Anthology	Anthology presented in verse format	Play Rhymes (Marc Brown); Scary Scary Halloween (Eve Bunting)

*Sole example from data set

Figure 4: Explanation of Topic Category, with examples

Topic	*Explanation*	*Examples of books (from 2nd Grade sample)*
Imagination	The events and characters of the book are entirely imaginary	Akimba and the Magic Cow (Anne K. Rose); Cloudy with a Chance of Meatballs (Judith Barrett)
Everyday Experiences	The book is about things that happen in everyday life (at home and in school, especially)	A Baby Sister for Frances (Russell Hoban); Ramona and her Father (Beverly Cleary); Stacy Goodbye (Patricia Reilly Giff)
Subject Areas	The book is about a specific content area (e.g., a country), a species of animal (e.g., whales, bears), a person (e.g., Lincoln), a hobby, profession, or sport	Africa's Animal Giants (Jane McCauley); George Washington (Ingri d'Aulaire & Edgar Parin); Grand Canyon: The Story Behind the Scenery (Merrill Beal); If You Grew Up With Abraham Lincoln (Ann McGovern)
Calendar	The book is mainly about a calendar related topic (e.g., Christmas, Valentine's Day, Spring, Winter)	Arthur's Christmas (Marc Brown); Easter Treat (Roger Duvoisin); Hooray for Father's Day ! (Marjorie Sharmat)
Media	The book is based directly on a movie or cartoon	Bambi (adapted by Jan Carr); The Adventures of Strawberry Shortcake (Alexandra Wallner)
Concepts	The book is primarily about a concept (e.g., alphabet, counting, "up" & "down")	Anno's Hat Tricks (Mitsumasa Anno); Hooper Humperdink...? Not Him ! (Theo LeSieg); Animalia (Graeme Base)
Current Events	The book is about a current event (e.g. sports, politics, consumer affairs)	Sport Magazine ; Sports Illustrated For Kids

Figure 5: Explanation of Character Category, with examples

Topic	*Explanation*	*Examples of books (from 2nd Grade sample)*
Human	The main characters are human (non - human characters such as dogs or cats may be present, but they are not personified, nor are they "main" characters)	Amelia Bedelia and the Baby (Peggy Parish); Farmer Boy (Laura Ingalls Wilder); Miss Nelson Is Missing ! (Harry Allard & James Marshall)
Non-Human	The main characters are animals (or imaginary creatures, occasionally space aliens)	Bears in the Night (Stan & Jan Berenstain); Arthur Goes To Camp (Marc Brown); George and Martha Rise and Shine (James Marshall)
Human & Non-Human	Human and non - human characters are portrayed together (the animals are generally personified)	Curious George Flies a Kite (Margret Rey) Jumanji (Chris Van Allsburg); Mike Mulligan and the Stean Shovel (Virginia Lee Burton)
No Characters	The book is about a subject area, and there are no characters as such (even though the book may be about insects, animals, birds)	A First look at Spiders (Joyce Hunt & Millicent Selsam); Animals in Winter (Ron Fisher); How Animals Talk (Susan McGrath)

there differences in the kinds of books that are read in the two settings?

There were a total of 1023 different individual titles read to and by the 8 second graders. However, many of these titles were read by more than one child, parent, or teacher, and the total number of books recorded as having been read is 1166. In the analyses that follow, we distinguish between analyses of the individual titles (N=1023), and analyses of books read by children, parents, and teachers (N=1166). The specific titles read to, with and by the second graders are listed in Appendix A. This Appendix presents the titles by individual child, within the categories of *read-aloud* (read by a teacher or parent to the child), *guided* (read jointly with the teacher or parent), or *independent* (read by the child on his or her own). It should be noted that these lists of books and other reading material represent what teachers, parents, and the students themselves reported to us, on a weekly basis, throughout the study period. We were struck by the enormous range of books read to and by these children; of the 1166 titles read by the combined sample, only 143 (just over 12%) were shared by more than one student, parent, or teacher. This shows remarkable variability, given that we drew children from only two classrooms, although it must be admitted that the pool of books available to children, parents, and teachers at this level is very large indeed, and is constantly replenished by the addition of hundreds of new titles each year.

We analyzed as many of the 1023 titles as we could locate, using the genre, format, topic, and character categories described above. (We were able to analyze 714 by genre, 713 by topic, 773 by format, and 691 by characters.) Table 1 presents the analysis of books by the broad genre categories of Traditional Literature, Concepts, Realism, Fantasy, and Nonfiction. The majority of books read to and by the second graders were from the category of Realism, followed by almost identical number of books drawn from Fantasy and Nonfiction categories. Although we expected that Realism would dominate the genres of the books read at this level, we had assumed that Fantasy would be a close second, and we were much surprised by the showing of Nonfiction books.

Table 2 presents an analysis of books by the subgenre categories within the broader genres presented in Table 1. Within Traditional Literature, Fairy Tales were the most common, followed by Folk Tales; Myths and Legends, Epics, and Fables were poorly represented in this sample. Within Realism, Realistic Fiction dominated, followed by Adventure, Humor, and Mystery (each healthily represented); only Historical Fiction was poorly represented. In Fantasy, Science Fiction was - not surprisingly - barely represented. In Nonfiction, Informational books had a strong showing, with Biography/Autobiography poorly represented, and Reference barely represented at all.

We also analyzed books according to their genre, within the five categories representing where the books were read (at home, in school), and how they were read (read-aloud, guided, independent). Table 3 presents this analysis.

It will be seen from Table 3 that Realism books dominate all five categories (from At Home: Read-Aloud to At School: Independent). However, while Fantasy books dominate the second position for children's independent reading at home and in school (and parents' read-alouds), Nonfiction

Table 1: Analysis of Books by Genre (N=1023)

Genre	*Number of Books*	*Percentage of Total Analyzed*
Realism	396	55.5
Fantasy	117	16.4
Nonfiction	113	15.8
Traditional Literature	81	11.3
Concepts	7	0.98
Total	714	99.98
(Unable to Categorize)	(309)	*

*caused by rounding individual percentages

Table 2: Analysis of Books by Genre (N=1023)

Genre	*Number of Books*	*Percentage of Total Analyzed*
Realistic Fiction	217	30
Fantasy	114	16
Informational	102	14
Adventure	79	11
Humor	58	8
Fairy Tales	42	6
Mystery	35	5
Folk Tales	29	4
(Auto)Biography	10	1
Myths & Legends	8	1
Concepts	7	1
Historical Fiction	7	1
Science Fiction	3	<1
Epics	1	<1
Fables	1	<1
Reference	1	<1
Total	714	102
(Unable to Categorize)	(309)	*

*caused by rounding individual percentages

Table 3: Analysis of Books by Genre within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading)
(Subjects: N=8)
(Books: N=1166)

Genre	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Total
Realistic Fiction	33	19	150	64	22	288
Fantasy	31	15	78	17	20	161
Informational	20	28	50	36	6	140
Adventure	15	5	45	14	2	81
Humor	14	9	28	15	3	69
Fairy Tales	7	9	29	11	1	57
Mystery	4	5	24	3	2	38
Folk Tales	5	1	16	9	2	33
(Auto)Biography	1	1	4	3	2	11
Myths & Legends	2	2	2	3	1	10
Historical Fiction	1	1	5	1	2	10
Concepts	0	3	3	1	0	7
Fables	2	2	0	0	0	4
Science Fiction	1	0	0	2	0	3
Epics	0	0	0	1	0	1
Reference	0	0	0	0	0	0
Unable to Categorize	46	26	138	19	24	253
Totals	182	126	572	199	87	1166

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

books are more frequently read than Fantasy books by teachers in school and by parents when they read together with their children. We would have expected that Traditional Literature books would have been a more prominent feature of read-alouds at home and in school when compared to independent reading, but this was not the case. Further, while we noted that Traditional Literature books were read to children in school far more frequently than they read it on their own, the imbalance between the Read-Aloud and Independent reading of traditional literature at home was especially surprising.

Secondly, we analyzed books according to their format. Table 4 presents the analysis of books by format. Table 5 shows how books were distributed by format across the five categories (At Home: Read-Aloud to At School: Independent).

It is clear from Table 4 that the overwhelming percentage of books that the second graders are exposed to are Illustrated Story Books. Indeed, books with illustrations that accompany and contribute to the stories in varying degrees account for nearly 97% of all books in the study. Table 5 not only confirms the findings in Table 4, but also shows that the illustrated story book format dominates in all categories (At Home: Read-Aloud to At School: Independent).

We also analyzed the books by topic. Table 6 presents the analysis of the books as a whole. Table 7 shows how books were distributed by topic across the five categories (At Home: Read-Aloud to At School: Independent). It will be seen from Table 6 that by far the largest number of the books analyzed were from the Imagination category, with Everyday Experiences accounting for the second largest percentage. From Table 7, we learn that these proportions hold across the board, with the exception that more subject area books are read at home in a guided fashion than everyday experience books, but the difference is slight. In almost all situations (at home, in school; read-aloud, guided, and independent), imagination books are the most widely read, followed by everyday experiences, subject areas, and the calendar. Books drawn from the media, from concepts, and from current events played an insignificant role in these second graders' reading during the study period.

Finally, we analyzed books by their characters. Table 8 presents this analysis for the books as a whole. Table 9 presents the analysis by character across the five categories (At Home: Read-Aloud through At School: Independent). In this category, the books read to and by the second graders are much more evenly distributed among human, nonhuman, and mixed human and nonhuman characters. Even books with no characters (essentially the nonfiction books) are healthily represented in the sample. By a small margin, books with human characters are read the most, followed by books with nonhumans (mostly animals), then books with a mix of humans and nonhumans. When we examine the characters that inhabit books read to the second graders by parents and teachers, and those read by children on their own, we see that parents draw their reading evenly between the three character subcategories (human, nonhuman, mixed human and nonhuman), while the teachers read aloud twice as many books with human characters than books with either nonhuman or mixed characters, and if the three subcategories are combined, it is clear that teachers read aloud far fewer books with only nonhuman characters than they do books with humans in them. The pattern among the second graders in their independent reading is not quite so pronounced, but it, too,

Table 4: Analysis of Books by Format (N=1023)

Format	*Number of Books*	*Percentage of Total Analyzed*
Illustrated Story Book	585	76
Illustrated Chapter Book	93	12
Picture Story Book	28	4
Magazine	23	3
(Verse) Illustrated Story Book	15	2
Chapter Book	12	2
Wordless Picture Book	5	<1
Anthology	5	<1
(Verse) Anthology	4	<1
Diary	2	<1
Newspaper	1	<1
Drama	0	0
Document	0	0
Non-Print	0	0
(Verse) Picture Story Book	0	0
Total	773	104
(Unable to Categorize)	(207)	*

*caused by rounding individual percentages

Table 5: Analysis of Books by Format within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading)
(Subjects: N=8)
(Books: N=1166)

Format	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Total
Illustrated Story Book	102	70	337	155	45	709
Illustrated Chapter Book	20	17	64	7	12	120
Picture Story Book	5	4	21	4	0	34
Magazine	8	9	17	0	0	34
(Verse) Illus. Story Book	7	1	7	5	0	20
Chapter Book	3	1	7	3	1	15
Anthology	0	2	3	1	0	6
(Verse) Anthology	0	1	3	2	0	6
Wordless Picture Book	0	2	0	3	0	5
Diary	0	0	2	0	0	2
Newspaper	1	0	0	0	0	1
Drama	0	0	0	0	0	0
Document	0	0	0	0	0	0
Non-Print	0	0	0	0	0	0
(Verse) Picture Story Book	0	0	0	0	0	0
Unable to Categorize	36	19	111	19	29	214
Totals	182	126	572	199	87	1166

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

Table 6: Analysis of Books by Topic (N=1023)

Topic	*Number of Books*	*Percentage of Total Analyzed*
Imagination	314	44
Everyday Experiences	199	28
Subject Areas	111	16
Calendar	61	9
Media	16	2
Concepts	8	1
Current Events	4	<1
Total	713	101
(Unable to Categorize)	(310)	*

*caused by rounding individual percentages

Table 7: Analysis of Books by Topic within Category
(Home vs School; Read-Aloud vs Guided vs Independent Reading)
(Subjects: N=8)
(Books: N=1166)

Topic	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Total
Imagination	67	43	171	73	27	381
Everyday Experiences	25	22	150	50	26	273
Subject Areas	24	29	49	28	8	138
Calendar	18	4	36	17	1	76
Media	1	1	19	0	0	21
Concepts	1	2	4	1	0	8
Current Events	1	0	3	0	0	4
Unable to Categorize	45	25	140	30	25	265
Totals	182	126	572	199	87	1166

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

Table 8: Analysis of Books by Characters (N=1023)

Characters	*Number of Books*	*Percentage of Total Analyzed*
Human	242	35
Non-Human	193	28
Human & Non-Human	167	24
No Characters	89	13
Total	691	100
(Unable to Categorize)	(332)	

Table 9: Analysis of Books by Characters within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading)
(Subjects: N=8)
(Books: N=1166)

Topic	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Total
Human	34	31	140	73	17	295
Non-Human	45	16	127	37	10	235
Human & Non-Human	36	22	103	38	10	209
No Characters	18	29	46	19	6	118
Unable to Categorize	49	28	156	32	44	309
Totals	182	126	572	199	87	1166

Note: There is no category "At School: Guided Reading" because there were no books recorded in that category.

follows the same trend as their teachers.

In conclusion, the question about what kinds of literature these children encounter in school and at home can be answered as follows: The actual titles they, their parents, and their teachers reported reading can be seen in Appendix A. It is clear from this listing that these children's literary experiences are quite extensive, and they occur with regularity at home and in school. They are also balanced between books read to them, read with them, and those they read on their own.

The books they were exposed to can be characterized as mostly drawn from the realism category (literature that is not true but draws upon events from "real life" and treats them in a realistic manner); overwhelmingly illustrated story books (books roughly 40 pages in length, in which the story line is carried by the text, but complemented by illustrations); the books are mostly about imaginary topics and everyday experiences (more are imaginary, but a significant number are everyday experiences); and the characters that inhabit these books are fairly evenly divided between human and nonhuman (mostly animal). But these second graders are also exposed to significant numbers of books with characteristics different than those described above: In terms of genre, they are exposed to fantasy, information, adventure, humor, fairy tales, mystery, and folk tales. In fact, other than concept books, all the major genre categories are well represented in the sample (none of them account for less than 10% of the books reported). In terms of format, they are exposed to illustrated chapter books and to picture story books. Many of the books they read expose them to topics other than imagination and everyday experiences, especially subject areas, and, to some extent, calendar-related topics.

We did discern some noticeable patterns in the kinds of books read in the different situations (at home, in school; read-aloud, guided, independent). Teachers read more Nonfiction than Fantasy books to children, while children read more Fantasy than Nonfiction on their own; while the books that parents read to their children have a fairly even mixture of human and nonhuman characters, the books that teachers read aloud contain far fewer nonhuman characters than human. But with these exceptions, it would seem that for these children, the books they encountered at home were very similar to those they encountered in school; the books they read themselves were very similar to those they listened to others read.

(2) *Description and Analysis of Literary Instruction*

Our second set of questions related to literary instruction in school. What literary experiences/instruction do teachers provide for their students? How much time do they allocate to the various activities? What is the focus of their literary instruction, and how do they go about it? How do students engage in these literary activities? (i.e., What do they do? How do they respond, what is their level of involvement?)

We selected the two second-grade classrooms to represent currently popular approaches to teaching reading/language arts—one that combines a basal reading series with full-length literature;

the other that uses full-length literature as the sole vehicle for language arts instruction. Both classrooms would probably be characterized as "whole language" in their philosophy, even though one of them did use a basal reader for part of its language arts program, and neither teacher described herself specifically as a whole language teacher. The teachers in both classrooms have extensive knowledge of children's literature, and they both were committed to providing substantial literary experiences to their students. Both classrooms are quite similar in their appearance and layout. The students' desks are arranged in tables in both classrooms, and there are writing and listening centers, reading areas complete with rugs and pillows and trade book displays. Children's writings are prominently displayed (in one classroom, strung across the room on wires). Both classrooms represent "print-rich" environments.

In order to describe the literary experiences and instruction that these two teachers provide for their students, we made detailed field notes of all instructional activities related to language arts during the intensive study periods. We also referred to the teachers' plan books, instructional materials, and daily schedules to supplement the field notes. We were able to observe a sufficient number of these activities during the intensive study period to discern consistent patterns in literary instruction, which not only were obvious to the researchers but were clearly recognized as routines by the teachers and their students.

In the two classrooms, it is interesting to note how large a percentage of the instructional day is devoted to language arts activities. Nonliterary instruction (which includes math, music, art, physical education, science, and social studies) accounted for less than 10% of the total time. Also, of the time available for instruction, very little of it appears to be spent on either management of the classroom (1%), or transition from one activity to another (5%).

Literacy Instruction in Ms. G.'s Classroom

Ms. G. divides the day into two broadly defined language-related activities—what she calls "Reading Workshop" and "Writing Workshop." Reading Workshop comprises the following:

(1) *Bookselling*

Ms. G. does not actually call this activity "bookselling," but it involves her introducing books to the class through such activities as: reading snippets of books, discussing the author and title of a book, a guest speaker doing a "book talk" on humorous books, students sharing titles of their own and Ms. G. placing books around the room and inviting students to consider them for their personal choice reading. (This activity was observed 4 times in the 5 days; it always occurred as the first activity of the Reader's Workshop; and except for the day when the activity lasted 43 minutes, due to a guest speaker, bookselling lasted 5-6 minutes per day.)

(2) *Read-aloud, including whole class discussion*

Read-aloud activities are an integral part of Reader's Workshop, and take place daily. Ms. G. gathers the whole class on the rug in front of her chair. The books she reads aloud are often selected by her, but we also noted that she would read books selected by the students (for example, on one day she announced that she wanted to read an Amelia Bedelia book, but let the students decide which of several they would like to have her read aloud; on another, she invited students to choose any book they wished her to read aloud). We noticed that one aspect of this selection was for the read-aloud to be an integrating link between reading and writing - for example, she read aloud the book *Thomas' Snowsuit* and then used it later during Writer's Workshop for a mini-lesson on conducting interviews. Another aspect was that all the books we observed being read aloud in Reader's Workshop were illustrated story books that could be completed in a single read-aloud session. Her procedures for read-aloud were as follows: (a) She introduces the title, the author, the illustrator, the copyright date, dedications, once even the genre; (b) She encourages students to make predictions about the book, and then she sets a purpose for the reading (e.g., "Let's read to find out to what Amelia Bedelia does"). On one occasion, she briefly previewed some vocabulary. Once she began to read aloud, she would frequently: (c) do what we term an "oral cloze" (e.g., she would stop reading, and wait for the students to supply a rhyming word, or a repeated phrase or sentence); (d) show the pictures; (e) stop and ask questions (students were also invited to stop her with their questions and comments. Once the book was finished, she would (f) move quickly to signal the transition to personal choice reading, with little or no further discussion. (This read-aloud session lasted about 10 minutes, daily.)

(3) *Personal choice reading, including conferences and response journals*

Personal choice reading comprises the lion's share of the Reader's Workshop, with both the teacher and the students engaged in a variety of activities: (a) Ms. G. asks the students to state the title of the book they have selected prior to personal choice reading time and to state their purpose for reading (this is done orally, around the room); (b) Ms. G. reminds students to have their response journals ready; (c) Students read on their own (during the first 5-6 minutes, Ms. G. also reads silently at her desk); (d) for a brief period (2-3 minutes), Ms. G. circulates around the room, checking, apparently, that students are on-task. Ms. G. then starts holding individual reading conferences. In a typical conference we observed, Ms. G. would; (e) do a "running record" (Clay, 1978) and/or have the student read aloud and ask him/her to summarize the passage; (f) teach a specific reading "skill"; (g) talk about the book in general, soliciting personal responses from the student and sharing her own observations about the book (these conferences lasted about 8 minutes apiece). After the conferences are completed, Ms. G. (h) returns to circulating around the room, briefly, before announcing that it is time for the students to make entries in their response journals. While students are engaged in this activity, Ms. G. (i) circulates, reading journal entries and prompting entries by asking students questions such as: "What's your purpose? Did you find out about _____? I need more information about your book." (Personal choice reading typically lasted 60 minutes on the days we observed; of this time, about 5-6 minutes was devoted to writing response journals.)

(4) *Whole class mini-lesson*

The mini-lesson serves as a link between the Reading Workshop and the Writing Workshop. It closes the former and introduces the latter. The mini-lesson focuses on a specific language skill (for example, rhyming words, interviewing techniques, including details in writing). Ms. G. draws her examples from the morning read-aloud, using the book to model the specific skill she is teaching. She asks students to give their own examples, and she encourages them to use the skill in their writing later in the day. She also invites students to participate in the mini-lesson, not only answering her questions, but also initiating their own. The mini-lessons we observed lasted about 5-8 minutes, although on one occasion, a mini-lesson lasted 20 minutes. A good example of a mini-lesson took place on 3/6/89. It is displayed in Figure 6.

Writing workshop comprises the following:

(1) *Prewriting activity*

Not all the writing workshops we observed included a prewriting activity (most of the time the students simply began to write). If the day's writing activity was "assigned" (e.g., students were to write up interviews of each other), Ms. G. would describe and model the technique, and have the students practice it before they began their actual writing.

(2) *Sustained writing time*

In this segment of the writing workshop, students could work individually, in pairs, or in groups on their pieces of writing. They could work at their desks, on the floor, or wherever they felt comfortable. Students could write, draw, and discuss their writing with Ms. G. or other students during this time; they were not expected or required to sit silently at their desks. (The classroom reminded us of what Calkins (1986) refers to as a "writing workshop atmosphere"–busy, not quiet, but not chaotic, either.) While the students are writing, Ms. G. circulates around the room, "stopping in" on individual students and groups to check their progress, offer her assistance, make suggestions, and listen to the students reading their pieces. The writing workshop lasted about 30 minutes on the days we observed, ranging from 20 to 45 minutes.

Ms. G. also has language-related activities that occur on a less frequent basis, such as: Reader's Theatre (referred to as such by Ms. G.), Junior Great Books, and Center Time. In Reader's Theatre (which we observed once in the five days), students had signed up ahead of time to read their book aloud to the class. The procedure was as follows: Students were to have practiced reading their book before coming to this activity; as each student read their book, they sat in a reader's "chair." The student would first summarize the book and then read his/her favorite part. After this, students in the class would ask questions, such as: "How did you choose the book? Do you recommend the book? Why?" The student reader would then choose another student from the list. On the day we observed, this activity lasted 65 minutes.

Junior Great Books was done in the Library by the school librarian, involving only part of the class. (We did not observe this activity, which lasted 30 minutes. It does occur regularly, however.)

Figure 6: Example of Mini-lesson (Literature Classroom)

Time	Teacher	Students
10:42	(Students are in Writer's Circle.)	
	"This morning I read 'Stand Back' (she mentions some other titles as well). What did you notice about it?"	"It rhymed." "It was about animals."
	"Think of a word that rhymed with 'sneeze' in the story."	"Trees" "Fleas"
	"When we think of poems, words often rhyme. Where?"	One of the target students (good reader, girl): "Like if it was a 4-line poem, the first sentence would have a word that rhymed at the end, and the 2nd sentence would have a word that didn't rhyme, and the 3rd sentence..."
	Teacher reads a few examples from the morning's book and leaves off rhyming words for students to fill in.	
10:48	"What other kinds of poetry have we written and read?"	Same girl: "Our haiku." Teacher: "Tell us about it." Girl: "Well..." Teacher: "What's the important thing in a haiku?" Girl: "It has 5 syllables in the first line, 7 syllables in the second line, 5 syllables in the third line."
	Teacher: "And does it rhyme?" Ss: "No." Teacher: "You could make it rhyme but it doesn't have to."	(Some Ss recall Muffy Mouse on TV, who always talks in rhyme. One child mentions a song where there's rhyme. Teacher reminds them there are things that rhyme that aren't poems and poems that don't rhyme.)
10:52	"Listen carefully, see if you can come up with anything that has to do with poetry of rhymes." (Plays tape of Willoughby-Wallaby-Woo). Some Ss sing along. Teacher: "What did you notice?"	S: "It rhymes." S: "It was funny." S: "Rebecca was in S: "Ms L___ was in S: "My last name was in it."
10:56	(Teacher plays song again, and passes out sheets containing parts of the song.)	

Center Time occurred on two days when we were present. It starts with Ms. G. introducing new centers and describing existing centers. Students then pick a center and proceed to them. The centers involved activities related to reading, writing, drama, math, and using the computer. While the students worked on their own at the various centers, Ms. G. circulated between the centers, offering her assistance, asking questions, and checking progress. On the two days we observed Center Time, this activity lasted 30 minutes.

Literacy instruction in Ms. B.'s classroom

Ms. B.'s classroom operates somewhat differently to Ms. G.'s in that her language arts program is based on a six-week schedule: She uses a basal reader for two weeks, independent reading of trade books for two weeks and then guided reading of children's trade books for two weeks. We observed for two one-week periods, one during the independent reading block, one during the guided reading block. (For reasons given earlier, we did not observe during the basal reading block.) Since there are significant differences in the instructional activities between the two blocks, we will describe them separately and then discuss their similarities.

(A) *Independent Reading Block*

Ms. B.'s instructional activities include "Book Selection," "Big Group Share," "Sustained Silent Reading," and "Response Journals."

(1) *Book Selection*

Ms. B. always begins this activity by calling the students' attention to books placed around the room, and then asking them to go select one for their morning reading. Students are free to select any book from those placed around the room. After students have selected their book, they have to get their response journals, their yellow folders (which contains the list of books they have read), and go to the "Lit Corner." (This activity takes about 5 minutes.)

(2) *Big Group Share*

Once students have assembled in the "Lit Corner," Ms. B. begins an activity called "Big Group Share." There are two interrelated components of this activity, woven together; a read-aloud and a lesson. Ms. B.'s read-aloud follows a pattern: First, she holds up the book and asks students questions such as, "What is the title? Who is the author?" Then she introduces the book, usually in terms of the lesson she is presenting. For example, if the lesson is on different types of books, she tells the students what kind of book she is reading (e.g., informational, fun) and asks them to look at the book they have selected and try to identify its type. Next, she begins to read the book, holding it up so the students can see the illustrations. After she has read a portion of the book, she stops and asks the students if they can tell why she has chosen this particular book, referring back to the focus

of the lesson (e.g., "Why would I read this book, when talking about repeating phrases?"). After completing the read-aloud, she encourages students to look for examples, or think about their book in terms of the lesson. (This activity typically takes 15 minutes.)

Sustained Silent Reading

Still in the "Lit Corner," each student tells the group the title of the book he/she has selected for the morning's reading. Then, students are free to read on their own, in the "Lit Corner," at their desks, or wherever they choose. While the students are engaged in silent reading, Ms. B. holds individual conferences. In a typical conference, held either at a large table or at a student's desk, Ms. B. and the student engage in one or more of the following activities: (a) They discuss the book in terms of its title, author, or other titles by the same author, what page they are on, what do they like about the book; (b) they share personal experiences related to the book; (c) the student reads aloud; (d) Ms. B. does a "running record." As the conference proceeds, Ms. B. takes notes on what has transpired. We also noted that while Ms. B. is involved in a student conference, she still allows other students to come to her with questions; the conference is put on "hold" temporarily while she attends to another student's questions. (These individual conferences last about 10 minutes each.) After she has completed individual conferences (or occasionally between conferences), Ms. B. circulates around the room, checking in briefly on student progress. (The sustained silent reading period ranged from 30 to 50 minutes on the days we observed.)

Response Journals

At the conclusion of the sustained silent reading period, Ms. B. indicates that it is time for response journals. Students are to make entries about the morning's reading. While students are writing their entries, Ms. B. circulates around the room, asking students to read their entries, prompting entries by asking questions about the book, and reminding students to note their book in the yellow folders. (This activity lasted about 20 minutes on the days we observed.)

In addition to these regular activities, we observed four others. On one day, students had a set of questions to answer about their books in addition to writing in their response journals: "What is the title? Who is the author or illustrator? Can you write one sentence that tells what the book is about? What is the 'problem' in the story? (This was on a day when the Big - Group - Share lesson was about stories with 'problems') What is your favorite part?" On two days, we observed a sharing activity which followed the response journals. In this activity, students were to share their journal entries and a little about their books with their neighbors. On another day, outside of the language arts block, we observed a "Drop Everything And Read" activity, in which students literally stopped what they were doing and read on their own (or with partners) for 40 minutes. During this time, Ms. B. alternated between circulating, and doing paired reading with students. Finally, we observed Ms. B. reading aloud to students outside of the language arts block (e.g., after lunch); sometimes she used these periods to finish reading and discussing a book she had begun that morning.

At other times, she read new material.

(B) *Guided Reading Block*

In the Guided Reading block, groups of students read a set of books selected by Ms. B., but many of the instructional activities remained the same, including Big Group Share, Sustained Silent Reading, and Response Journals. One activity that is dropped is Book Selection - since all the books used in Guided Reading have already been chosen.

Ms. B. begins the language arts period with Big Group Share, which follows the same procedures as described above - that is, it has a read-aloud and a lesson. The Sustained Silent Reading period is somewhat different in that students are now reading assigned books in groups of about seven or so, although students are to read these books on their own. Also, Ms. B. has selected three different children's trade books and each group is assigned one of these books to read and do follow-up questions. The procedure for this activity is as follows: (a) Ms. B. assigns the books and describes the tasks associated with each of them; (b) The students read silently at their desks and do the follow-up questions; (c) Students are to make entries into their response journals; (d) While students are reading and making entries into their response journals, Ms. B. holds individual conferences, lasting about 10 minutes each. In these conferences, she discusses the books and the follow-up questions, has the student read aloud, and does "running records"; (e) Ms. B. holds group conferences by book. In these group conferences, she discusses the follow-up questions, encourages the students to ask questions and make comments about the book, sometimes discusses the book in relation to the lesson held in Big Book Share, and asks the students to share their response journal entries. These group conferences last about 20 minutes a day. While Ms. B. is holding group conferences, the other students are engaged in a variety of activities, such as reading, writing, drawing, and what Ms. B. calls "group work."

We also noted a number of other activities during the guided reading block. One was an "Author's Assembly," a 40-minute school-wide activity where several students from each class read "published" pieces of their writing to the entire student body. Another was what Ms. B. called "Story Time," in which students gathered on the rug, and Ms. B. read aloud to them for 15 minutes (this took place after lunch). Another was a formal writing period, which we observed twice during the week. In the first of these, Ms. B. presented a mini-lesson on story "leads" (i.e., story beginnings), followed by 35 minutes of sustained writing. In the second, students were assigned to write about an insect they had "invented": Ms. B. did a brief pre-writing activity, but most of the period was spent in independent sustained writing, while Ms. B. circulated, observing students and writing notes.

Student Engagement in Literary Activities

What has just been presented, the description of the teachers' routines and the time they devoted to various activities, represents what they engaged in during the time we observed them. We

also kept detailed field notes on the activities of all the target students, noting what activities they were engaged in, and the amount of time they engaged in them. From these field notes, we devised a set of categories which seemed to us to characterize the activities in which they engaged. (We arrived at the categories after repeated readings of the field notes, and a preliminary analysis of all the events in which teachers and students were engaged.) Figure 7 describes these categories and explains the specific behaviors they represent. Table 10 presents the analysis of students' activities during the intensive study periods. The data for the two weeks of observations in the Combined classroom are presented separately because of the distinctively different foci of the literary instruction in the two weeks (one devoted to independent reading, the other to guided reading).

It will be seen from Table 10 that the students in both classrooms spent the greatest amount of time (roughly 20%) engaged in the discussion of books. Beyond that, the amount of time that students engaged in various literary activities seems to vary according to the purpose of the classroom's literature program. In the Literature classroom, the literary activity students were involved with for the next largest block of time was Read-Aloud (13%), followed by writing discussions (11%), and nonliterary instruction (11%). In the week devoted to independent reading in the Combined classroom, students spent an equal amount of time (24%) reading independently and discussing these books, while the focus students we observed spent almost no time engaged in the read-aloud sessions offered. Although the teacher read aloud daily for about 15 minutes, the focus students were out of the classroom for all but 5 minutes of this time. During the week, nearly 60% of student engaged time was spent on a combination of individual and partner reading, and on book discussions. In contrast, during the week devoted to guided reading, while students spent nearly the same amount of time (20%) discussing books, they were involved in independent reading only 13% of the time. However, student engagement in the Read-aloud sessions was increased from 5 to 187 minutes (6%), and writing from 127 to 352 minutes. In both classrooms, reading activities occupy a far greater percentage of the day than writing, both in terms of the teachers' and the students' activities. In the Literature classroom, students devoted just under 40% of the time to reading-related activities; under 20% of their time went to writing. In the Combined classroom, 66% of student engaged time in the Independent Reading week was spent on reading related activities, with just 10% devoted to writing; in the Guided Reading week, the figures were 50% and 16% respectively. Reading aloud to students was a major activity in both classrooms in terms of what the teachers offered. In the Literature classroom, 666 minutes (13% of the total time) was devoted to reading aloud, with the focus students present and attending. However, due to the focus students being absent from the classroom, read-aloud played a relatively minor role in the Guided Reading week in the Combined classroom (focus students being present and attending 187 minutes, 6% of the total time), and no role at all in the Independent Reading Week (focus students being present and attending 5 minutes, less than 1% of the total time).

We have noted earlier how large a percentage of the instructional day is devoted to language arts activities. Instruction in math, music, art, physical education, science, and social studies accounted for less than 10% of the total time we observed in both classrooms. Also, of the time available for instruction, very little of it appears to be spent on either management of the classroom (1%), or transition from one activity to another (5%). The students, on the other hand, do quite

Table 10: Analysis of Students' Literary-related Activities in two 2nd Grade Classrooms

Category	Literature Classroom N=4		Combined Classroom N=4				Totals Both Classes N=8	
			Week 1 Ind Rdg		*Week 2 Guided Rdg*			
	mins	%	*mins*	%	*mins*	%	*mins*	%
Discussing Books	872	17%	412	24%	595	20%	1879	19%
Individual Contextual Rdg	203	4%	419	24%	384	13%	1006	10%
Unengaged	305	6%	287	17%	352	12%	944	10%
Non-Literary Instruction	550	11%	33	2%	278	9%	861	9%
Read-Aloud	666	13%	5	<1%	187	6%	858	9%
Contextual Writing	379	7%	127	7%	352	12%	858	9%
Out of Room	535	11%	26	2%	206	7%	767	8%
Discussing Writing	569	11%	49	3%	117	4%	735	7%
Partner Reading	181	4%	188	11%	279	9%	648	7%
Transition	417	8%	50	3%	20	<1%	487	5%
Drawing	208	4%	14	<1%	97	3%	319	3%
Selecting Literature	38	<1%	75	4%	51	2%	164	2%
Listening to Tape	76	1%	49	3%	24	<1%	149	1%
Management	87	2%	5	<1%	53	2%	145	1%
Totals:	5086	100%	1739	103%	2995	101%	9820	100%

*percentages over 100% caused by rounding of individual totals

Figure 7: Explanation of Categories Used to Describe Students' Engagement in Literacy Activities

Discussing Books	Teacher or student engaged in discussing a book (Teacher with student; Student with student)
Read-Aloud	Student engaged in listening to teacher reading aloud to whole class (or group)
Discussing Writing	Teacher or student engaged in discussing writing, including writing conferences
Non-Literary Instruction	Instruction not directly related to literacy (e.g., math, music class, art, physical education)
Out of Room	Absent from Room (typically to attend a pull-out Remedial Reading, Gifted Program, or Library; includes absent because of illness)
Transition	In between activities (episodes)—e.g., making transition between a reading workshop and a writing workshop
Contextual Writing	Student engaged in independent writing (either completely on own, or in small group, but writing own composition)
Unengaged	Student temporarily disengaged from the task he/she was pursuing
Drawing	Student engaged in drawing, illustrating, painting, making models or other art activity (related to literacy activity)
Individual Contextual Rdg	Student engaged in independent reading of connected text (typically a book); does not include "incidental" reading that would accompany doing a worksheet
Partner Reading	Student engaged in reading (aloud, silent) with another student or in a small group (includes discussing reading, but only when with a partner)
Management	Taking atttendance, doing lunch count, talking to colleagues or administrators (not related to classroom literacy activities), disciplining students
Listening to Tape	Students listening to tape-recorded books (At Listening Center)
Selecting Literature	Students engaged in selecting books (includes listening to teacher introducing books)

frequently (about 10% of the time) "unengage" themselves from the literacy tasks at hand, although in fairness (as we shall discuss in the next section), a few of the students account for the majority of these diversions, and we do not imply that such "unengagements" necessarily are unusual for such young children, nor impair their literary growth (hence our use of the term "unengagement" rather than "off-task").

Finally, students were out of the room for not insignificant amounts of time (11% in the Literature-only class, an average of 5% in the other class). In two cases, these figures were inflated because of absences for illness and for vacation; in others, students were receiving remedial assistance and therefore did not participate in the classroom literary activities offered while they were absent.

What we concluded from these analyses was that in these two classrooms, there is a strong emphasis placed on literature, but marked differences in the time focus students were involved in the different literary experiences - especially reading aloud and independent reading in school. These differences, marked though they are, do not seem to reflect the two teachers' goals for the kinds of literary encounters they wanted their students to experience, even though we noted a heavy emphasis on individual independent reading and partner reading in the independent reading block in the Combined classroom, while in the guided reading block, there is a shift from independent and partner reading to more emphasis on discussing books and writing about them. Rather, they reflect differences in the literary experiences planned for the students, and those the focus students actually experienced. It should be noted that had we picked different children, what they experienced and what the teacher intended would have been very close to one another. We would also conclude, based on the observations we made during the intensive study periods, that both these teachers use their instructional time very efficiently to carry out their language arts programs: Little time was devoted to management issues, and the different activities seemed to flow quickly from one to the other-no mean feat for a class of second graders.

(3) *Differences Between the Literary Experiences of Better and Poorer Readers*

Our final research question concerned the differences in certain aspects of literary experiences between better and poorer readers. It is safe to assume that better readers read more than poorer readers both at home and in school, but do they read different kinds of books in either setting? In school, are there differences in the way that teachers approach the literary instruction of better and poorer readers? In the way that better and poorer readers use the time set aside for literary activities?

In the design of this study, we set out to sample the literary experiences of a range of readers in second grade, and so sampled equal numbers of boys and girls, and equal numbers of better and poorer readers. Since our goal was to describe the literary experiences of a range of readers rather than to dichotomize good versus poor readers, we asked teachers to select children for the study that represented "better" and "poorer" readers, neither the best nor the worst in their class.

It was clear from our initial analyses of the logs kept by the students and their parents that we did not have a sample of clearly defined "better" and "poorer" readers, despite the fact that all the

"poorer" readers were receiving some remediation for their (documented) reading difficulties, and all the "better" readers were judged to be so both by their reading achievement test scores and the professional judgment of their teachers.

We first tabulated the raw numbers of books reported to have been read to and by the students, analyzing them by individual better and poorer readers. Table 11 presents this data, separating the recorded books according to the situations in which they were read (e.g., at home, in school, read-aloud vs. guided vs. independent). The problem with an analysis of raw numbers of books, however, is that students in the Literature only class kept track of their reading for 8 months, while those in the Combined class kept track of theirs for 3 months. We therefore reanalyzed the data to reflect the average number of books read in each of the categories per month, so that the two sets of data were comparable. Table 12 presents an analysis of the average number of books read per month within the various categories. It is clear from Tables 11 and 12 that our assumption that better readers would be exposed to more books than poorer readers was not supported by the findings. Not only did two poorer readers (one from each classroom) list the largest number of books, but one of the better readers reported the fewest number of books. Among the girls, the poorer readers reported the largest number of books (an average of nearly 20 additional titles per month); among the boys, there were no significant differences between better and poorer readers in terms of the number of books listed. It is also clear that the girls were exposed to a much larger number of books during the study period (an average of 50 books per month, versus an average of 29 books for the boys). Finally, we could detect no discernible differences in the number of books read as a function of being in the Literature versus the Combined class.

We also examined various characteristics of books read by the better and poorer readers. Table 13 presents the analysis of books by genre. In this analysis, we collapsed the At Home: Read-Aloud; At Home: Guided; and At School: Read-Aloud categories into one (Books Read to the Student). At Home: Independent and At School: Independent were collapsed into Books Read by the Student. It will be seen from this table that overall there are very few differences between the better and the poorer readers with respect to the genres of the books they encounter either as read-alouds or in their independent reading. We also examined, for each student and each subgenre, whether there were more books read to the students than read by them. In most of the subgenres, there were significantly more books read to the students than they read on their own (in 28 of the comparisons for poorer readers, 31 for better readers); only in a few subgenres did students read more on their own than they were read to (8 of the comparisons for poorer readers, 6 for better readers). These were comparable to those subgenres in which equal numbers of books were read to the students as those read by them independently (10 for poorer readers, 8 for better readers). The profiles of individual readers in this respect are interesting: The literary experiences of the two male poorer readers and one of the male better readers are overwhelmingly comprised of books read to them, while the literary experiences of the other male better reader and the two female poorer readers are much more evenly balanced between books they listen to and books they read on their own. While there may be differences with respect to the numbers of read-aloud versus independently read books, it is clear that both better and poorer readers are exposed to a wide variety of genres. The bias, noted earlier, toward realistic fiction, fantasy, and to some extent informational books, is evident here, but

Table 11: Analysis of Better vs Poorer Readers: Raw Numbers of Books Reported within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading) (Books: N=1749)

Classroom	*S#*	*Description*	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Total
Literature Class	(4)	Female, Poorer Reader	26	44	266	161	NR	497
Literature Class	(2)	Female, Better Reader	NR	16	149	161	NR	326
Literature Class	(1)	Male, Better Reader	45	20	26	161	NR	252
Literature Class	(3)	Male, Poorer Reader	28	8	12	161	NR	209
Combined Class	(8)	Female, Poorer Reader	47	3	58	37	29	174
Combined Class	(6)	Female, Better Reader	11	14	39	37	15	116
Combined Class	(7)	Male, Poorer Reader	15	15	10	37	11	88
Combined Class	(5)	Male, Better Reader	NR	6	13	37	31	87
		Totals:	172	126	573	792	86	1749

Notes:
(a) There is no category "At School: Guided Reading" because there were no books recorded in that category
(b) The total number of books recorded is larger than the 1166 in other tables, because books read to children in school are counted separately for each child in this table
(c) NR=None Recorded

Table 12: Analysis of Better vs Poorer Readers:
Average # of Books Per Month Reported within Category (Home vs School; Read-Aloud vs Guided vs Independent Reading)
(Books: N=1749)

Classroom	*S#*	*Description*	At Home: Read-Aloud	At Home: Guided	At Home: Independent	At School: Read-Aloud	At School: Independent	Avge # of books per month	
Literature Class	(4)	Female, Poorer Reader	3	6	33	20	NR	62	
Combined Class	(8)	Female, Poorer Reader	16	1	19	12	10	58	
Literature Class	(2)	Female, Better Reader	NR	2	19	20	NR	41	
Combined Class	(6)	Female, Better Reader	4	5	13	12	5	39	
Literature Class	(1)	Male, Better Reader	6	3	3	20	NR	32	
Combined Class	(7)	Male, Poorer Reader	5	5	3	12	4	29	
Combined Class	(5)	Male, Better Reader	NR	2	4	12	10	28	
Literature Class	(3)	Male, Poorer Reader	4	1	2	20	NR	27	
		Totals:	38	25	96	128	29	316	

Notes:
(a) There is no category "At School: Guided Reading" because there were no books recorded in that category
(b) The total number of books recorded is larger than the 1166 in other tables, because books read to children in school are counted separately for each child in this table
(c) NR=None Recorded

Table 13: Analysis of Better vs Poorer Readers:
Average # of Books Read per month by Genre within Category (Read to Student vs Read by Student)

	Female, Poorer Reader		Female, Poorer Reader		Male, Poorer Reader		Male, Poorer Reader		Female, Better Reader		Female, Better Reader		Male, Better Reader		Male, Better Reader	
Student #	8		4		7		3		6		2		5		1	
	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB
Genre																
Myths & Legends	1	<1	<1	<1	<1		<1		<1		<1		<1		<1	
Folk Tales	2	<1	1	1	<1		1		1	<1	1	1	<1	<1	1	<1
Fairy Tales	2	<1	2	3	1		1		1	<1	1	1	<1		1	
Fables			<1	<1					<1		<1					
Epics			<1				<1					<1			<1	
Concepts			<1	<1			<1				<1	<1			<1	
Realistic Fiction	8	7	7	8	8	2	7	<1	7	4	7	8	5	1	7	<1
Mystery		<1	<1	2			<1				<1	<1		1	1	<1
Humor	1	<1	2	2	2	<1	2		2	2	2	1	<1	<1	3	1
Adventure	2	1	2	4		<1	2	<1			2	<1		1	3	
Historical Fiction				<1			<1		<1	1	<1				<1	
Science Fiction			<1				<1				<1				<1	
Fantasy	4	4	2	4	2	1	3		3	4	2	2	2	5	3	<1
Reference																
(Auto)Biography			<1	<1			<1				<1			1	<1	
Informational	<1	2	7	2	2	2	4	<1	1	<1	4	1	<1	1	3	<1
Unable to Categorize	8	8	4	8	6	<1	3	0	7	6	3	3	3	3	4	1

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);
RB=Books read by the student (combines At Home Independent, At School Independent)

there is no imbalance in exposure among better and poorer readers, either in their independent reading or in the books they listen to.

Table 14 presents a similar analysis of books by their topic. It is clear from this table that while books about everyday experiences and about imaginary topics dominate the reading material these students are exposed to, there are no appreciable differences between the better and poorer readers with respect to topic.

Table 15 presents an analysis of books by their format. The overwhelming preference of both parents, teachers, and students for the illustrated story book format is quite evident from this table. What is surprising is that there are almost equal numbers of picture story books (a simpler format one might expect poorer readers to choose frequently), illustrated chapter books (a step up from illustrated story books), and chapter books (the most complex format for students of this age) read to and read by better and poorer readers. There is one noticeable difference between the boys and the girls, however. The boys are exposed to far more illustrated story books than they read on their own; among the girls, the books are much more evenly divided between read-aloud and independent.

Table 16 presents an analysis of books by the kinds of characters that inhabit them. Again, there appears to be no imbalance between better and poorer readers with respect to the book's characters; we could detect no discernible preferences for human or non human characters in the reading material. It is noticeable, however, that the boys were exposed to a far larger number of books with different kinds of characters than they read on their own, while the girls' literary experiences were much more evenly balanced.

From these analyses, we concluded that for the sample of students we studied, the commonly held assumption that better readers read more literature than poorer readers did not hold true. The female poorer readers read more than the female better readers, and both better and poorer female readers read more than the male readers. Among the male readers, there were no measurable differences between the better and poorer readers. Although we never set out to study gender differences (we balanced male and female readers as a matter of course), what differentiates the literary experiences of these students is their gender, not their reading ability. The girls between them read a per-month average of 50 books independently at home, while the boys read a per-month average of 29. Had the 50 been picture story books or even illustrated story books, while the 29 were chapter books, the two figures might have been comparable, despite the numerical differences. But the evidence from Table 19 is that the vast majority of both sets of books were illustrated story books; in other words, the books read by the girls appear comparable to those read by the boys. No matter which dimension of these books we examined (i.e., their genre, format, topic, or characters), there were no marked differences in these dimensions between the books experienced by better versus poorer readers. In terms of the literary experiences parents and teachers provided these students, we can only conclude that both better and poorer readers were exposed to a wide range of genres and characters, and a fair range of formats and topics. In terms of the literary experiences they created for themselves, it looks as though a second grader can be a poorer reader, yet read extensively; or be a better reader who reads comparatively less.

Table 14: Analysis of Better vs Poorer Readers:
Average # of Books Read per month by Topic within Category (Read to Student vs Read by Student)

	Female, Poorer Reader		Female, Poorer Reader		Male, Poorer Reader		Male, Poorer Reader		Female, Better Reader		Female, Better Reader		Male, Better Reader		Male, Better Reader	
Student #	8		4		7		3		6		2		5		1	
	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB
Topic																
Everyday Experiences	7	9	5	8	7	2	5	<1	6	6	5	6	4	1	6	<1
Calendar	1		2	2	<1		2				3	2		<1	4	
Media				1				<1			<1	1				
Subject Areas	<1	2	8	3	2	2	4	<1	<1	1	4	1		2	4	<1
Current Events											<1			<1		<1
Imagination	12	8	9	10	7	2	9	1	8	5	8	5	5	7	11	1
Concepts		<1	<1	<1			<1				<1	<1			<1	<1
Unable to Categorize	8	13	4	8	6	<1	3	0	7	6	3	3	3	4	4	1

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);
RB=Books read by the student (combines At Home Independent, At School Independent)

Table 15: Analysis of Better vs Poorer Readers:
Average # of Books Read per month by Format within Category (Read to Student vs Read by Student)

	Female, Poorer Reader		Female, Poorer Reader		Male, Poorer Reader		Male, Poorer Reader		Female, Better Reader		Female, Better Reader		Male, Better Reader		Male, Better Reader	
Student #	8		4		7		3		6		2		5		1	
	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB
Format																
Wordless Picture Book			<1				<1				<1				<1	
Picture Story Book	<1	1	1	1	1		<1	<1	1	<1	<1	1	<1		<1	
Illustrated Story Book	20	18	20	21	16	5	19	1	14	10	18	12	11	4	20	2
Illus Chapter Book	2	1	1	3	1	<1	1	<1	<1	2	1	3	<1	6	3	<1
Chapter Book	1		<1	<1	1	<1	<1		<1		<1	1	<1	<1	<1	
Anthology			<1	<1							<1	<1			<1	
Drama																
Diary				<1								<1				
Document																
Magazine			2	<1		1	<1		<1	<1	<1	1		<1		<1
Non-Print											<1					
(Verse) Pict Story Bk																
(Verse) Illus Story Bk	1			1			1				1	<1			1	
(Verse) Anthology				<1							<1	<1	<1		<1	
Unable to Categorize	4	9	3	6	4	0	2	0	5	4	2	3	3	3	3	1

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);
RB=Books read by the student (combines At Home Independent, At School Independent)

Table 16: Analysis of Better vs Poorer Readers: Average # of Books Read per month by Character within Category (Read to Student vs Read by Student)

	Female, Poorer Reader		Female, Poorer Reader		Male, Poorer Reader		Male, Poorer Reader		Female, Better Reader		Female, Better Reader		Male, Better Reader		Male, Better Reader	
Student #	8		4		7		3		6		2		5		1	
	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB	RT	RB
Characters																
Human	8	5	9	7	7	<1	8	<1	6	3	8	6	5	3	10	1
Non-Human	4	4	4	8	3		6	<1	2	4	5	4	3	<1	7	<1
Human/Non-Human	6	6	5	7	5	1	5	<1	5	2	4	3	3	1	5	
No Characters	<1	2	6	2	1	1	3	<1	<1	<1	3	1	<1	2	2	<1
Unable to Categorize	9	13	4	9	6	0	3	0	7	4	3	4	6	8	4	1

Key: RT=Books read to the student (combines At Home Read-Aloud, Guided, At School Read-Aloud);
RB=Books read by the student (combines At Home Independent, At School Independent)

We also examined the ways in which better and poorer readers engaged in literary activities in school. Tables 17, 18, and 19 present analyses of students' activities in the Literature Only class, in Week 1 (Guided) of the Combined class, and in Week 2 (Independent) of the same class, respectively. It is clear from Table 17 that in the Literature Only class, the teacher structured her language arts program so as to offer all students the same literary opportunities, regardless of variations in reading ability. Students are not grouped by reading ability for any of the instructional activities, and the only time that poorer readers are treated differently from better readers is when they are sent out of the classroom for support services (i.e. reading, speech) which are outside of the teacher's control. The time these poorer readers spend outside the classroom is taken away from literacy-related classroom activities, but there is such an abundance of these activities offered in the classroom that this missed time probably makes little difference to the student's total exposure to literature. For example, the male poor reader (Student #3) misses about 20 minutes of read-aloud during the week; however, there are roughly 170 minutes of read-aloud during the week. So he is still receiving 150 minutes of read-aloud in the classroom, which is more than double the amount of time devoted to read-aloud even in classrooms that emphasize literature (Walmsley & Walp, 1989).

In many of the categories, we could discern few differences among the four students. These include Read-Aloud, Discussing Books, and Discussing Writing. All of these were whole-class activities with no opportunities for students to engage in anything else other than to periodically "unengage" themselves. Whether they did so or not had little to do with their being a poorer reader; in other words, both better and poorer readers were equally attentive (and sometimes, not) to these whole-class activities. Interestingly, these whole-class activities did not involve students in direct contact with print; that is, they did not have to read or write, only listen to or talk about text. In other categories, especially those in which students did have to make direct contact with print, differences between better and poorer readers were evident. For example, the total amount of time the male poor reader (Student #3) engaged in the reading of text was 82 minutes during the week; the average time for the better readers was 128. This same student spent 50 minutes engaged in writing, versus an average of 122 minutes for the better readers; the difference was made up by drawing, unengaged time, and additional time during transitions - none of which involved contact with print. (His combined time for unengaged and transition was 295 minutes, compared to the better readers' average of 125 minutes.) Other variations in students' engagement were not, as far as we could tell, attributable solely to their reading ability. There were some differences attributable to the student's gender. For example, the boys spent considerably more time involved in individual contextual reading than the girls (an average of 78 minutes versus 24), but the male better reader spent almost twice as much time in this activity than the male poorer reader. On the other hand, the girls spent considerably more time involved in partner reading than the boys (an average of 58 versus 33 minutes); they also listened to books on tape, an activity which the boys did not participate in at all.

Finally, there were differences in individual students' engagement that seemed to be related to purely individual differences and preferences. For example, the male better reader (Student #1) spent far more time in contextual writing and in individual contextual reading than all the other students.

Table 17: Analysis of Individual Students' Literary-related Activities in 2nd Grade Literature Classroom (5 days)

Category	Male Poorer N=1		Female Poorer N=1		Male Better N=1		Female Better N=1	
Student #	*3*		*4*		*1*		*2*	
	mins	*%*	*mins*	*%*	*mins*	*%*	*mins*	*%*
Read-Aloud	150	12%	174	14%	167	13%	175	14%
Listening to Tape			47	4%			29	2%
Individual Contextual Rdg	50	4%	22	2%	105	8%	26	2%
Partner Reading	32	3%	54	4%	33	3%	62	5%
Discussing Books	183	14%	205	16%	234	18%	250	20%
Selecting Literature	23	2%	4	<1%	6	<1%	5	<1%
Contextual Writing	50	4%	86	7%	166	13%	77	6%
Discussing Writing	127	10%	141	11%	149	12%	152	12%
Drawing	74	6%	53	4%	40	3%	41	3%
Management	21	2%	25	2%	19	1%	22	2%
Transition	124	10%	93	7%	102	8%	98	8%
Non-Literary Instruction	164	13%	101	8%	121	9%	164	13%
Unengaged	171	13%	84	7%	22	2%	28	2%
Out of Room	103	8%	155	12%	130	10%	147	12%
Totals:	1272	101%	1244	99%	1294	101%	1276	102%

Table 18: Analysis of Individual Students' Literary-related Activities in 2nd Grade Combined Classroom (Guided Reading Block, 4 days)

Category	Male Poorer N=1		Female Poorer N=1		Male Better N=1		Female Better N=1	
Student #	*7*		*8*		*5*		*6*	
	mins	*%*	*mins*	*%*	*mins*	*%*	*mins*	*%*
Read-Aloud	42	5%	61	7%	23	6%	61	7%
Listening to Tape			24	3%				
Individual Contextual Rdg	101	12%	80	9%	24	6%	179	21%
Partner Reading	51	6%	106	12%	41	10%	81	9%
Discussing Books	173	20%	207	24%	61	15%	154	18%
Selecting Literature	19	2%	18	2%			14	2%
Contextual Writing	53	6%	115	13%	63	15%	121	14%
Discussing Writing	22	3%	27	3%	44	11%	24	3%
Drawing	19	2%	22	3%	11	3%	45	5%
Management	6	1%	36	4%	5	1%	6	1%
Transition	6	1%	10	1%	2	<1%	2	<1%
Non-Literary Instruction	81	9%	82	9%	33	8%	82	9%
Unengaged	141	16%	44	5%	111	27%	56	7%
Out of Room	144	17%	32	4%			30	4%
Totals:	858	100%	864	99%	418	103%	855	101%

Note: Student #5 was absent for 2 of the 4 days

Table 19: Analysis of Individual Students' Literary-related Activities in 2nd Grade Combined Classroom (Independent Reading Block, 4 days)

Category	Male Poorer N=1		Female Poorer N=1		Male Better N=1		Female Better N=1	
Student #	*7*		*8*		*5*		*6*	
	mins	*%*	*mins*	*%*	*mins*	*%*	*mins*	*%*
Read-Aloud			5	1%				
Listening to Tape			27	5%	4	1%	18	4%
Individual Contextual Rdg	15	12%	60	12%	157	30%	187	36%
Partner Reading	27	21%	61	12%	50	9%	50	10%
Discussing Books	51	40%	122	24%	108	20%	131	25%
Selecting Literature	13	10%	41	8%	13	2%	8	2%
Contextual Writing	20	16%	50	10%	20	4%	37	7%
Discussing Writing			2	<1%			1	<1%
Drawing	2	2%	1	<1%	11	2%		
Management					5	1%		
Transition			13	3%	15	3%	22	4%
Non-Literary Instruction					23	4%	10	2%
Unengaged			130	25%	107	20%	50	10%
Out of Room			4	1%	22	4%		
Totals:	128	101%	516	103%	535	100%	514	101%

Note: Student #7 was absent for 3 of the 4 days

Tables 18 and 19 present the analyses of students' engagement in the two weeks we observed in the Combined classroom. From Table 18, which analyzes engagement categories during the week devoted to Guided Reading, it is clear that the teacher organizes her instruction so as to equalize the literacy opportunities for both better and poorer readers. Although students are grouped for various literacy activities, this grouping is not by reading ability, and it did not result in any student receiving unequal literary opportunities. As with the Literature classroom, the only time when poorer readers were treated differently was when they were excused from the classroom to attend reading and speech support services. During the week, one poorer reader spent 144 minutes out of the room; the other poorer reader spent 32 minutes out of the room. In the case of the poorer reader who was absent for 144 minutes, 20 minutes of this time came from the read-aloud activity. In this classroom, 20 minutes represented 30% of the time devoted to read-aloud for the week. The teacher had no control over the remedial schedule, but the result was nonetheless a differential exposure to read-alouds by the male poorer reader.

As far as student engagement in literacy activities was concerned, there were some categories in which few differences between better and poorer readers were observed. These categories include Discussing Books, Discussing Writing, and Selecting Literature. Read-Aloud would also be included in this list, had the male poorer reader not been out of the room for such a large portion of it. Again, these are all activities in which there was no direct contact between students and print: student engagement consisted of listening and speaking.

In most categories, however, it is differences between girls and boys that primarily explains the findings. The girls consistently spent more time in all of the reading and writing activities, except individual contextual reading (an average of 353 minutes versus 166 minutes). Beyond the gender factor, the differences between students represent primarily individual differences. For example, when we look at the amount of time students engaged in reading activities (Individual Contextual Reading, Partner Reading, Listening to Taped Books), there are marked differences between the male poorer reader (Student #7) and all the other students (152 minutes, versus an average of 235 minutes). The same holds true of Contextual Writing (53 minutes versus an average of 118). However, it is the male better reader (Student #5) who is generally unengaged across all categories. His total unengaged time for the week is 111 minutes, but he was absent for 2 out of the 4 days; the average unengaged time for the other students was 80 minutes, but they were present for all 4 days. The female better reader (Student #6) spent an average of 45 minutes a day engaged in individual contextual reading (on one day she read uninterrupted for 57 minutes); her closest rival spent an average of 25 minutes per day.

From Table 19, which presents the analysis of student engagement in the week devoted to Independent Reading, differences between the better and poorer readers are more pronounced. If we examine the amount of time students engaged in reading activities (Individual Contextual Reading, Partner Reading, Listening to Taped Books), we find that better readers spent an average of 233 minutes, while poorer readers spent only 97. Within the category of individual contextual reading, the differences are striking. The better readers spent an average of 56 minutes per day in individual contextual reading, while the poorer readers spent an average of 19 minutes per day; the maximum

amount of sustained reading by a poor reader in a given day was 23 minutes, while the minimum amount of sustained reading by the better readers was 25 minutes.

As in the other situations, there were also differences among individual students. For example, the female poorer reader (Student #8) was unengaged more than the others (130 minutes versus an average of 75); she also spent more time involved in contextual writing than all the other students (50 minutes versus an average of 29 minutes). The female better reader (Student #6) spent far more time engaged in most of the activities than the other students (for example, she spent 187 minutes in individual contextual reading, versus an average of 77 minutes by the others; on one day, she spent 62 minutes engaged in this activity).

What we concluded from these analyses was that what separated the eight students with respect to their engagement in classroom literacy activities was not primarily their reading ability, but rather a combination of gender factors, reading ability factors, and simply variations in individual student behaviors. Both better and poorer readers clearly are exposed, in these two classrooms, to almost identical literary experiences that are substantial in terms of the range of literary activities and the amount of time devoted to them. If there are differences between the better and poorer readers, it lies mostly in how the students use the opportunities for engaging with literature. When their engagement with literature consists of listening to others read, or talking about books either they or others have read, there are no major differences between the better and poorer readers. However, when they are given the opportunity and the time to engage in direct contact with print (reading literature, writing about literature), better and poorer readers reveal different behaviors. The better readers are quicker to involve themselves in these activities, and they sustain this involvement longer once they start. Poorer readers seem more reluctant to engage in these activities, and if they do engage, they are far more likely to spend shorter periods of sustained involvement. There are, however, notable exceptions to these generalizations, some of which are due to gender factors that override reading ability factors, and some are due, as we have described above, to variations in individual student behaviors.

Discussion

The aim of this study was to describe the kinds of literary experiences that second grade children encounter at home and in school. We asked 8 children, their parents, and their classroom teachers to keep track of the material they read during the study period, and we made careful observations of the children's literary experiences in school. Since we were interested in describing the literary experiences of children with a range of reading abilities, we sampled both better and poorer readers in equal numbers; we also balanced the sample according to gender. We also wanted to describe these experiences within the context of school language arts programs that took different approaches to literacy instruction, yet were committed to providing children with substantial literary experiences. Thus, we sampled two classrooms, one which used only children's trade books for its reading program, and another that used a combination of a basal reading program, guided reading of children's trade books, and independent reading of trade books. We intentionally sampled few

children so as to allow us to make detailed analyses of the books they read, and of their classroom behaviors.

We can draw a number of conclusions about the literary experiences of the children we studied. First, the literary experiences of these children are extensive, and they occur with regularity in their homes and at school. We have no doubt that the act of recording books tends to increase the number read, and although we took steps such as weekly meetings between research assistants and the children to ensure the accuracy of the records, there is no foolproof method to ensure that participants read all the books they recorded. Nonetheless, even taking a certain amount of "slippage" into account, the numbers of books read to children, read with them, and read by them, is impressive. What is also remarkable is how broad the range is. Even though most of the books are drawn from the realism genre, all the major genres are well represented in the corpus of books we studied (although we noted the poor showing of historical fiction). Thus children were exposed to fantasy books, to informational books, to adventure, humor, fairy tales, mystery and folk tales. We were surprised by the strong showing of informational books because elementary schools have traditionally focused primarily on narrative fiction; we noted that informational books were read at home and in school, to children and by them. (One reason for this strong showing may be the recent surge in publication of informational books suitable for children in the early primary grades; another is that both teachers are well versed in children's literature, and therefore are aware of current publishing trends.) Traditional Literature was not as popular, but even this genre was represented by over 10% of the books. In terms of format, even though the overwhelming number of books read by the participants were illustrated story books, children were exposed to other formats, especially illustrated chapter books and chapter books, although not in great numbers. The topics of books read to and by these children were mostly imaginary, followed by everyday experiences, subject areas, and calendar-related. And finally, the characters in these books were fairly evenly split between human and nonhuman. We detected some differences in the kinds of books children encountered at home versus those they encountered in school (e.g., parents read books with a more even mixture of human and nonhuman characters than teachers did in school), and some between those they read on their own and those that were read to them (e.g., teachers read more nonfiction than fantasy books to children, while the children read more fantasy than nonfiction). With these few exceptions, however, the children's literary experiences are very similar in each of these settings, and they add up to a significant exposure to children's literature.

Second, we concluded from the observations of literacy activities in the two classrooms that both teachers place a strong emphasis on literature and have many similar routines for engaging children with literature. Incidentally, while examining the amount of time devoted to literary activities in the two classrooms, it is easy to overlook just how much time children are spending engaged in the reading of connected text. If the national average is 6-7 minutes per day (Anderson et al., 1985), then these second graders exceed it by more than a comfortable margin. The average daily time devoted to individual contextual reading ranges from a low of 10 minutes to a high of 26 minutes, accounting for 10% of all language arts instruction we observed in the two classrooms. When one adds in the number of books read by these children on their own outside of school, it is clear that they are not starved of contact with connected text. Extended periods of time for children to read

literature independently (and related activities such as discussing books and writing about them) have been made possible in both classrooms by setting aside the basal reading program (temporarily in one classroom, permanently in the other); however, we note that it is in the Combined classroom that children spend the largest amount of time engaged in independent reading. This leads us to wonder about the consequences of devoting so much of the school day to language arts, and so much of the language arts program to literature: By emphasizing literary experiences, we wonder if the teachers inadvertently have created an imbalance between language arts and other subject areas, such as science and social studies, and between reading and other language areas, such as writing.

Third, we had assumed that better readers would read more books than poorer readers, and we were expecting that there would be differences in their reading with respect to genre, format, topics, and characters. We were surprised to discover that not only did some of the poorer readers read more than some of the better readers, but one of the better readers recorded the fewest number of books. Overall, the poorer readers read an average of 44 books each per month, while the better readers read an average of 35. Also, we found no discernible differences in the genres, formats, topics, or characters of the books read by better versus poorer readers. We did, however, find strong gender differences: The girls read an average of 50 books each per month, compared to 29 by the boys. But these gender differences only applied to the number of books read, not to characteristics of books such as genre, format, topic, or characters. In terms of how better and poorer readers engaged in literary activities in school, we concluded that with few exceptions, they were afforded substantial and almost identical opportunities for engagement. Partly this was due to the way in which the teachers organized their literacy instruction: The children participated in whole-class activities, and when they were broken into groups, not only were these groups not based on reading ability, they also engaged in very similar activities to one another. Even when poorer readers had to miss literacy related activities, it was unlikely they suffered because there was so much time devoted to these activities in the first place. It is clear, however, that the students themselves did not engage in all these activities with the same degree of attention. When the activity involved listening to a teacher or a student read, or talk about books, there were few differences between better and poorer readers. When the activity involved direct contact with print, however, the better readers generally were quicker to get started, and once under way, sustained their involvement with fewer unengagements. We do not know what effect these unengagements have on the literacy development of the poorer readers. Their engaged time in many activities and tasks is curtailed, to be sure, but we learned from our observations in both classrooms that not only were the two teachers well aware of these differences in attending behaviors, but they also treated them as variations in behavior that needed to be accepted and "worked around," rather than confronted as "off-task". In both classrooms, children were treated as developing learners, for whom teachers were facilitators, rather than as better or poorer readers who needed to be taught specific skills. Both teachers seemed to be very tolerant and supportive of children's individual ways of learning, and this was evident in the classroom observations, where the instruction was not differentiated according to better or poorer readers, but rather to individual readers within a whole class. This raises questions about the relation between reading ability and literary experiences. Might it be the case that traditional methods of defining and distinguishing between better and poorer readers (e.g., grade level reading comprehension or word identification scores) reliably characterize their reading abilities within the framework of a traditional

reading skills curriculum, but is less useful in characterizing them as readers of literature? It is clear that the home and school environments in which these second graders live strongly support and encourage their reading of literature, and we wonder if what we observed was the powerful influence of a literature-rich environment on both better or poorer readers. Or were our findings simply the result of not choosing *very* poor and *very* good readers? Until studies such as ours are replicated with children with a wider range of reading abilities, and across a wider range of instructional philosophies, we will not know which of these factors was at work in this study. While we remain uncertain about what has been learned from this study about the literary experiences of better versus poorer readers, we hope we have illuminated the range and kinds of literary experiences that second graders encounter at home and at school when immersed in a literature-rich environment.

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Appendix (A)
List of Books Read by Target Students at Home and in School

Name	Book Title	Author

Student #1 (Male, Better Reader, 2nd Grade Literature-Only Class)

At Home: Guided		
	Freckle Juice	Blume/Judy
	The Chocolate Touch	Catling/Patrick S
	The Big Jump & Other Stories	Elkin/Benjamin
	White Satin:The Pony Runs Away(The Elson Basic Readers Bk.2 Scott Foresman &Co.)	Elson/Wm. H. & Gray/Wm. S.
	Mr. Mysterious & Co.	Fleischman/Sid
	Doctor Dan: The Bandage Man	Gaspard/Helen
	Nobody Listens to Andrew	Guilfoile/Elizabeth
	Bicycle to Treachery	Quackenbush/Robert
	Jacob Two-Two Meets the Hooded Fang	Richler/Mordecai
	How to Eat Fried Worms	Rockwell/Thomas
	The Snake in the Carpool	Schlein/Miriam
	Where the Wild Things Are	Sendak/Maurice
	Yertle the Turtle and Other Stories	Seuss/Dr.
	Sylvester & the Magic Pebble	Steig/William
	The Littlest Snowman	Tazewell/Charles
	Blue Bay Mystery	Warner/Gertrude
	Schoolhouse Mystery	Warner/Gertrude
	The Lighthouse Mystery	Warner/Gertrude
	Stuart Little	White/E.B.
	The Small Potatoes' Busy Beach Day	Ziefert/Harriet
At Home: Independent		
	Northeast Tackerwonds Academy Handbook (Karate)	(author unknown)
	Sport Magazine (Mar 89)	(author unknown)
	Cam Jansen and the Mystery of the Gold Coins	Adler/David
	The Fourth Floor Twins and the Disappearing Parrot Trick	Adler/David
	The Fourth Floor Twins and the Fortune Cookie Chase	Adler/David
	The Fourth Floor Twins and the Silver Ghost Express	Adler/David
	Apple Tree! Apple Tree!	Blocksma/Mary
	A Visit to the Hospital	Chase/Francine
	Waggles & the Dog Catcher	Cook/Marion Belden
	The Little Fish that Got Away	Cook/Maurice
	Eddie No-Name	Fall/Thomas
	McBroom Tells the Truth	Fleischman/Sid
	The Little Red Hen	Galdone/Paul
	Little Miss Tiny	Hargreaves/Roger
	Mr. Nonsense	Hargreaves/Roger
	The Man Who Didn't Wash His Dishes	Krasilovsky/Phyllis
	Help! You're Shrinking	Packard/Edward
	A Fish Out of Water	Palmer/Helen
	The Lone Ranger: Desert Storm	Revena/
	Molly and the Slow Teeth	Ross/Pat
	Nate the Great and the Lost List	Sharmat/Marjorie
	Gabby	Stephen/
	Belling the Tiger	Stolz/Mary
	Scaredy Cat	Szekeres/Cyndy
	Tumble: The Story of a Mustang	Wesley/Dennis
	A New House For Mole and Mouse	Ziefert/Harriet

Name	Book Title	Author
Student #1		
At Home: Read Aloud		
	Walt Disney's Bambi	(author unknown)
	Why the Chimes Rang	Alden/Raymond MacDonald
	Billy and Blaze	Anderson/C.W.
	Bread & Honey	Asch/Frank
	The Berenstain Bears and the Big Election	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears' Trouble With Money	Berenstain/Stan & Berenstain/Jan
	Clifford's Good Deeds	Bridwell/Norman
	Clifford, The Small Red Puppy	Bridwell/Norman
	Georgie to the Rescue	Bright/Robert
	The Little Red Caboose that Ran Away	Burchard/Peter
	Fantastic Mr. Fox	Dahl/Roald
	The Legend of Old Befana	de Paola/Tomie
	The Big Goose & the Little White Duck	DeJong/Meindert
	Petunia's Christmas	Duvoisin/Roger
	A Ride to Animal Town (The Elson Basic Readers Bk.3 Scott Foresman &Co.)	Elson/Wm. H. & Gray/Wm. S.
	Scat Scat	Francis/Sally
	I Know I'm Myself Because...	Greenberg/Polly
	The Mole Family's Christmas	Hoban/Russell
	A Forest Christmas	Holm/Mayling Mack
	Lucy and Tom's Christmas	Hughes/Shirley
	Christmas Present From a Friend	Kimura/Yuriko
	Mrs. Claus's Crazy Christmas	Kroll/Steven
	The Santa Claus Mystery	Levine/Joan
	Frederick	Lionni/Leo
	George and Martha	Marshall/James
	George and Martha Back In Town	Marshall/James
	George and Martha One Fine Day	Marshall/James
	George and Martha Rise and Shine	Marshall/James
	George and Martha Tons of Fun	Marshall/James
	Just Me and My Babysitter	Mayer/Mercer
	Mousekin's Christmas Eve	Miller/Edna
	The Night Before Christmas	Moore/Clement
	A Fish Out of Water	Palmer/Helen
	The Christmas Mouse	Read/Miss
	Harry Cat's Pet Puppy	Selden/George
	Harry Kitten and Tucker Mouse	Selden/George
	The Cricket in Times Square	Selden/George
	Tucker's Countryside	Selden/George
	Yertle the Turtle and Other Stories	Seuss/Dr.
	The Best Valentine In the World	Sharmat/Marjorie
	Jumanji	Van Allsburg/Chris
	The Garden of Abdul Gasazi	Van Allsburg/Chris
	Houseboat Mystery	Warner/Gertrude
	Mystery In the Sand	Warner/Gertrude
	Bunny Trouble	Wilhelm/Hans
In School: Read Aloud		
	Hannah's Alaska	
	Stall Buddies	
	The Little Boy's Secret	
	The Morning Sun that Refused to Rise	
	Tikki Tikki Tembo	(author unknown)
	The Twisted Witch and Other Spooky Riddles	Adler/Chess
	Martin Luther King: Free at Last	Adler/David

Name	Book Title	Author
Student #1	We Are Best Friends	Aliki/
	Miss Nelson Is Back	Allard/Harry & Marshall/James
	Miss Nelson Is Missing!	Allard/Harry & Marshall/James
	The Wild Swans	Andersen/Hans C & Milone/Karen
	The Ugly Duckling	Andersen/Hans C. & Mayer/Marianna
	Anno's Hat Tricks	Anno/Mitsumasa
	Juggler	Arnold/Caroline
	What is a Community?	Arnold/Caroline
	My Sister's Silent World	Arthur/Catherine
	Happy Birthday, Moon	Asch/Frank
	Mooncake	Asch/Frank
	Mr. Popper's Penguins	Atwater/Richard and Atwater/Florence
	The Paper Crane	Bang/Molly
	The High Hills	Barklem/Jill
	My Name Is Alice	Bayer/Jane
	Guess Who My Favorite Person Is?	Baylor/Byrd
	I'm in Charge of Celebrations	Baylor/Byrd
	Gung Hay Fat Choy	Behrens/June
	Grandfather Twilight	Berger/Barbara
	The Five Chinese Brothers	Bishop/Claire Huchet
	The Pain and the Great One	Blume/Judy
	The Big Book of Silly Riddles	Brandreth/Gyles
	Hurricane Watch	Branley/Franklyn
	Colonial Farms	Brower/Pauline
	Arthur's Christmas	Brown/Marc
	Arthur's Eyes	Brown/Marc
	Arthur's Halloween	Brown/Marc
	Arthur's Teacher Trouble	Brown/Marc
	Arthur's Thanksgiving	Brown/Marc
	Arthur's Tooth	Brown/Marc
	Arthur's Valentine	Brown/Marc
	Goodnight Moon	Brown/Margaret Wise
	Ghost Hour Spook's Hour	Bunting/Eve
	Scary Scary Halloween	Bunting/Eve
	Peter and the Wolf	Carlson/Prokofiev
	Christmas Moon	Cazet/Denys
	December Twenty-fourth	Cazet/Denys
	Two Dog Biscuits	Cleary/Beverly
	King of the Birds	Climo/Shirley
	The Magic Schoolbus Series	Cole/Joanna
	The Old Man Who Said Why	Cummings/E.E.
	Abraham Lincoln	d'Aulaire/Ingri & Parin/Edgar
	George Washington	d'Aulaire/Ingri & Parin/Edgar
	An Early American Christmas	de Paola/Tomie
	The Popcorn Book	de Paola/Tomie
	Peanut Butter Pilgrims	Delton/Judy
	Cranberry Thanksgiving	Devlin/Wende & Devlin/Harry
	When Light Turns Into Night	Dragonwagon/Crescent
	Leo, Zack and Emmie	Ehrlich/Amy
	Rapunzel	Ehrlich/Amy
	Star Maiden	Esbensen/Barbara Juster
	The Great Wall of China	Fisher/Leonard Everett
	The Patchwork Quilt	Flournoy/Valerie
	Voting and Elections	Fradin/Dennis B

Name	Book Title	Author
Student #1	Indian Two Feet and the Eagle Feather	Friskey/Margaret
	Indian Two Feet and the Wolf Cubs	Friskey/Margaret
	Cully Cully and the Bear	Gage/Wilson
	King of the Cats	Galdone/Paul
	The Beast in Ms. Rooney's Room	Giff/Patricia Reilly
	The Candy Corn Contest	Giff/Patricia Reilly
	Christopher Columbus	Gleiter/Jan & Thompson/Kathleen
	What is the Sign For Friends?	Greenberg/Judith
	Presidents	Greene/Carol
	Little Red Riding Hood	Grimm/Jacob & Grimm/Wilhelm
	The Brave Little Tailor	Grimm/Jacob & Grimm/Wilhelm
	Moon Mouse	Hall/Adelaide
	Ox Cart Man	Hall/Donald
	My Name Is Emily	Hamilton/Emily
	The Shadowmaker	Hansen/Ron
	This Is My Trunk	Harris/Steven Michael
	Winter Magic	Haster/Eveline
	Saint George and the Dragon	Hodges/Margaret
	Angelina and Alice	Holabird/Katharine
	Angelina Ballerina	Holabird/Katharine
	Jelly's Circus	Hughes/Dean
	A First Look at Spiders	Hunt/Joyce & Selsam/Millicent
	The Frog Princess	Isele/Elizabeth
	Snow White	Jarrell/Randall
	The Family Under the Moon	Jewell/Nancy
	Beetles	Johnson/Sylvia
	Silkworms	Johnson/Sylvia
	The Quilt Story	Johnston/Tony
	The Quilt	Jonas/Ann
	Best Friends	Kellogg/Steven
	Ralph's Secret Weapon	Kellogg/Steven
	The Mystery of the Flying Orange Pumpkin	Kellogg/Steven
	Amanda and the Mysterious Carpet	Krahn/Fernando
	A Very Young Circus Flyer	Krementz/Jill
	Lionel in the Fall	Krensky/Stephen
	It's Groundhog Day	Kroll/Steven
	One Tough Turkey	Kroll/Steven
	South Korea	Kubota/Makoto
	Oh, Brother!	Lakin/Patricia
	Oh, A-Hunting We Will Go	Langstaff/John
	Eyes of the Dragon	Leaf/Margaret
	Something Queer at the Ball Park	Levy/Elizabeth
	Frog and Toad are Friends	Lobel/Arnold
	Hiawatha	Longfellow/Henry W.
	17 Kings and 42 Elephants	Mahy/Margaret
	Space Case	Marshall/Edward
	George and Martha	Marshall/James
	Merry Christmas Space Case	Marshall/James
	Barn Dance	Martin/Bill & Archambault/John
	Knots on a Counting Rope	Martin/Bill & Archambault/John
	Just Grandma and Me	Mayer/Mercer
	Just Grandpa and Me	Mayer/Mercer
	Liverwurst is Missing	Mayer/Mercer
	Pie-Biter	McCunn/Ruthanne Lum
	The Lady and the Spider	McNulty/Faith
	Our Columbus Day Book	Moncure/Jane Belk

Name	Book Title	Author
Student #1	The Ghost with the Halloween Hiccups	Mooser/Stephen
	Love You Forever	Munsch/Robert
	Mortimer	Munsch/Robert
	The Paper Bag Princess	Munsch/Robert
	The Black Pearl and the Ghost	Myers/Walter Dean
	The Day Jimmy's Boa Ate the Wash	Noble/Trinka Hakes
	Moonlight	Ormerod/Jan
	Tybee Trimbles' Hard Times	Perl/Lila
	The Circus Baby: A Picture Book	Petersham/Maud & Petersham/Miska
	The Baby Uggs are Hatching	Prelutsky/Jack
	Squawk to the Moon, Little Goose	Preston/Edna Mitchell
	An Owl and Three Pussycats	Provensen/Alice & Provensen/Martin
	Iva Dunnit and the Big Wind	Purdy/Carol
	Space Out! Jokes about Outer Space	Roop/Peter & Roop/Connie
	Super Duper Jezebel	Ross/Tony
	Whose Hat is That?	Roy/Ron
	Three Wishes	Salzman/Yuri
	Mystery Cat and Monkey Business	Saunders/Pat
	Nate the Great	Sharmat/Marjorie
	Earth, Our Planet in Space	Simon/Seymour
	Stars	Simon/Seymour
	Under the Sun	Simon/Seymour
	Dreams	Spier/Peter
	Olympics	Tatlow/Peter
	Ah-See and the Spooky House	Thompson/Vivian
	Crictor	Ungerer/Tomi
	The Polar Express	Van Allsburg/Chris
	Two Bad Ants	Van Allsburg/Chris
	What Happens in the Autumn	Vening/Suzanne
	Chin Chiang and the Dragon's Dance	Wallace/Ian
	Little House In the Big Woods	Wilder/Laura Ingalls
	The Mountains of Quilts	Willard/Nancy
	Albert's Toothache	Williams/Barbara
	Chester Chipmunk's Thanksgiving	Williams/Barbara
	Everyone Knows What a Dragon Looks Like	Williams/Jay
	Three Days on a River in a Red Canoe	Williams/Vera B
	Moonflute	Wood/Audrey
	Owl Moon	Yolen/Jane
	Sleeping Ugly	Yolen/Jane
	The Seeing Stick	Yolen/Jane
	Hush Little Baby	Zemach/Margot
	When the Wind Stops	Zolotow/Charlotte
	The Hating Book	Zotolow/Charlotte

Name	Book Title	Author

Student #2 (Female, Better Reader, 2nd Grade Literature-Only Class)

At Home: Guided		
	Ranger Rick magazine (Dec 88)	(author unknown)
	The Real Mother Goose Pop Up: Pat-a-Cake	(author unknown)
	The Real Mother Goose Pop Up: The Cat and the Fiddle	(author unknown)
	Wizards and Wampum-Legends of the Iroquois	(author unknown)
	The Emperor's New Clothes	Andersen/Hans C.
	The Berenstain Bears Go To School	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears' Trouble at School	Berenstain/Stan & Berenstain/Jan
	North American Legends:The Indian Cinderella	MacMillan/Cyrus
	Bialosky's Christmas	McGuire/Leslie
	Amelia Bedelia	Parish/Peggy
	Great Children's Stories (The Classic Volland Edition)	Richardson/Frederick
	I Can Read About Baseball	Supraner/Robyn
	Mr. Bananahead At Home	Thaler/Mike
	My Mama Says There Aren't Any Zombies...or Things	Viorst/Judith
	The Christmas Story	Werner/Jane
	The Velveteen Rabbit	Williams/Margery
At Home: Independent		
	Walt Disney's Cinderella	
	Cabbage Patch Kids: A Cabbage Patch Kids Adv	(author unknown)
	Friends Are a Special Part of Christmas (Holiday Poems)	(author unknown)
	Kids U.S.A. magazine (May 1989)	(author unknown)
	Precious Moments Bible(New King James Version Genesis 1-4:15)	(author unknown)
	Ranger Rick magazine (Dec 88)	(author unknown)
	Santa's Toy Shop	(author unknown)
	Sesame Street Treasury Vol.7	(author unknown)
	U.S. Kids Magazine (Dec 88)	(author unknown)
	U.S. Kids Magazine (Feb 89)	(author unknown)
	U.S. Kids Magazine (Jan 89)	(author unknown)
	The Fourth Floor Twins and the Disappearing Parrot Trick	Adler/David
	Miss Nelson Is Back	Allard/Harry & Marshall/James
	The Emperor's New Clothes	Andersen/Hans C.
	The Princess and the Pea	Andersen/Hans C.
	Thumbelina	Andersen/Hans C.
	The Ugly Duckling	Andersen/Hans C. & Mayer/Marianna
	A Christmas Book	Anglund/Joan Walsh
	The Smartest Bear and His Brother Oliver	Bach/Alice
	Madeline and the Bad Hat	Bemelmans/Ludwig
	The Berenstain Bears and the Bad Dream	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the In-Crowd	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Week At Grandma's	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much Junk Food	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much TV	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much Vacation	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Get Stage Fright	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Go To School	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Go To the Doctor	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Meet Santa Bear	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears' Moving Day	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears' Trouble With Money	Berenstain/Stan & Berenstain/Jan
	Blubber	Blume/Judy
	Freckle Juice	Blume/Judy

Name	Book Title	Author
Student #2	Otherwise Known As Sheila the Great	Blume/Judy
	Superfudge	Blume/Judy
	Tales of a Fourth Grade Nothing	Blume/Judy
	Granny Bear's Cruise	Bridgman/Elizabeth
	Clifford Goes to Hollywood	Bridwell/Norman
	Clifford's Riddles	Bridwell/Norman
	Let's Go Swimming With Mr. Sillypants	Brown/M.K.
	The Bionic Bunny Show	Brown/Marc & Brown/Laurie
	The Double Dare Game Book	Burr/Daniella
	Cabbage Patch Kids: The Just Right Family	Callen/Larry
	Harry's Smile	Caple/Kathy
	Clipper	Carter/Debby
	A Mouse's Diary	Cartlidge/Michelle
	Fortunately	Charlip/Remy
	Beezus and Ramona	Cleary/Beverly
	Henry & the Paper Route	Cleary/Beverly
	Ramona and Her Father	Cleary/Beverly
	Ramona the Brave	Cleary/Beverly
	Socks	Cleary/Beverly
	The Bingity-Bangity School Bus	Conkling/Fleur
	The Winning of Miss Lynn Ryan	Cooper/Ilene
	Little Christmas Elf	Curran/Eileen
	Fat Santa	Cuyler/Margery
	Cinderella	Disney/Walt
	Sleeping Beauty	Disney/Walt
	The Aristocats	Disney/Walt
	What Happens Next?	Domanska/Janina
	My Mother's Getting Married	Drescher/Joan
	The Little Rabbit	Dunn/Judy
	Phoebe Danger, Detective, in the Case of the Two-Minute Cough	Fleischman/Paul
	Between Friends	Garrigue/Sheila
	December Streets	Giff/Patricia Reilly
	Lazy Lion's Lucky Lambs	Giff/Patricia Reilly
	The Valentine Star	Giff/Patricia Reilly
	Jillian Jiggs	Gilman/Phoebe
	Friendly Snowman	Gordon/Sharon
	Sam the Scarecrow	Gordon/Sharon
	The Jenny Summer	Greene/Carol
	Big Red Fire Engine	Greydanus/Rose
	Snow White and Rose Red	Grimm/Jacob & Cooney/Barbara
	The Bremen Town Musicians	Grimm/Jacob & Grimm/Wilhelm
	The Elves and the Shoemaker	Grimm/Jacob & Grimm/Wilhelm
	The Twelve Dancing Princesses	Grimm/Jacob & Grimm/Wilhelm
	The Monster Under My Bed	Gruber/Suzanne
	New Friends (Peanut Butter & Jelly)	Haas/Dorothy
	Peanut and Jilly Forever (Peanut Butter & Jelly)	Haas/Dorothy
	The Haunted House (Peanut Butter&Jelly)	Haas/Dorothy
	Buggy Riddles	Hall/Katy & Eisenberg/Lisa
	Pound Puppies-A Bark In the Dark	Hamilton/Sue
	Mr. Grumpy	Hargreaves/Roger
	Casper the Friendly Ghost and Wendy the Good Little Witch	Harvey Cartoon Studios
	The Story of the Nutcracker Ballet	Hautzig/Deborah
	Merry Christmas From Eddie	Haywood/Carolyn
	The Reason for a Flower	Heller/Ruth
	Nancy No-Size	Hoffman/Mary

Name	Book Title	Author
Student #2	Peter Goes To School	House/Wanda R
	Russell Sprouts	Hurwitz/Johanna
	I See	Isadora/Rachel
	The Hedgehogs' Christmas	Jackson/Kathryn
	Noelle of the Nutcracker	Jane/Pamela
	Albert	Jezard/Alison
	Wild Animals	Kaufman/Elizabeth Elias
	Goodbye Max	Keller/Holly
	When Francie Was Sick	Keller/Holly
	Old Turtle's Baseball Stories	Kessler/Leonard
	A Sesame Street Holiday Story: Grover's Gift (12/23/86 Family Circle)	Kingsley/Emily Perl
	How the Camel Got His Hump	Kipling/Rudyard
	Simon Visits the Doctor	Koenigsberg/Patty L
	Pound Puppies-Lovable Huggable Problem Puppies	Korman/Justine
	How Spider Saved Halloween	Kraus/Robert
	Amanda and the Giggling Ghost	Kroll/Steven
	Happy Father's Day	Kroll/Steven
	Kittens Kittens Kittens	Kunhardt/E
	Meg Mackintosh and the Case of the Curious Whale Watch	Landon/Lucinda
	The Haunting of Grade Three	Maccarone/Grace
	Barn Dance	Martin/Bill & Archambault/John
	The Ghost Eye Tree	Martin/Bill & Archambault/John
	Peeka the Traffic Light	Matsui/Tadashi
	Merry Christmas Mom and Dad	Mayer/Mercer
	Why Won't Winter Go?	McLaughlin/Lissa
	Ernie's Work of Art	McLenighan/V
	The Proverbial Mouse	Miller/Moira
	The Night Before Christmas	Moore/Clement
	Grandma's Promise	Moore/Elaine
	Me and My Aunts	Newton/Laura P
	101 Things to Do With a Baby	Ormerod/Jan
	Amelia Bedelia	Parish/Peggy
	Merry Christmas, Amelia Bedelia	Parish/Peggy
	Teach Us, Amelia Bedelia	Parish/Peggy
	Tom Thumb	Perrault/Charles
	The Wonder Book of Trains	Peters/Lisa
	Ready, Get Set Go!	Peters/Sharon
	Great Children's Stories (The Classic Volland Edition)	Richardson/Frederick
	Clara's Dancing Feet	Richardson/J & Carey/J
	A Story a Day Til Christmas	Roloff/Nan (ed.)
	The Biggest Most Beautiful Christmas Tree	Rosenberg/Amye
	The Sweet Smell of Christmas	Scarry/Patricia
	Hooray For Father's Day!	Sharmat/Marjorie
	Hooray For Mothers' Day!	Sharmat/Marjorie
	Why Noah Chose the Dove	Singer/Isaac B
	Snow Country	Skofield/James
	Caleb and Kate	Steig/William
	Mouse	Stein/Sara Bonnett
	Barbara's Birthday	Stevenson/James
	I'll Miss You Mr. Hooper	Stiles/Norman
	The Littlest Angel	Tazewell/Charles
	Mr. Bananahead At Home	Thaler/Mike
	Tales of Amanda Pig	Van Leeuwen/Jean
	Popeye Goes Fishing	Verral/Charles S
	Harriet and the Robot	Waddell/Martin
	Now I Know Clouds	Wandelmaier/Roy

Name	Book Title	Author
Student #2	ABC is for Christmas	Watson/Jane
	Heathcliff Goes to Hollywood	Weyn/Suzanne
	The Giraffe Who Went to School	Wilde/Irma
	The Beautiful Rat	Zemach/Kaethe
At Home: Read Aloud		
	The Peppermint Page (Sunday Times Union)	(author unknown)
	The Berenstain Bears get the Gimmies	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Meet Santa Bear	Berenstain/Stan & Berenstain/Jan
	Stone Soup	Brown/Marcia
	Cinderella	Disney/Walt
	The Happy Lion	Fatio/Louise
	The Monkey and the Crocodile	Galdone/Paul
	The Mud Puddle	Munsch/Robert
	My Book About Baby(1988 Current Inc. Colorado Springs	Pelican/Debi
	The Velveteen Rabbit	Williams/Margery
In School: Read Aloud		
	—same as Student #1's In School:Read-aloud list	

Name	Book Title	Author

Student #3 (Male Poorer Reader, 2nd Grade Literature-Only Class)

At Home: Guided		
	Sport Fishing	(author unknown)
	The Jolly Postman, Or, Other People's Letters	Ahlberg/Janet & Ahlberg/Allan
	Lucky Dog Days	Delton/Judy
	Animals at the Zoo	Greydanus/Rose
	Hiccup	Mayer/Mercer
	If the Dinosaurs Came Back	Most/Bernard
	Murmel, Murmel, Murmel	Munsch/Robert
	Wonders of the Sea	Sabin/Lou
At Home: Independent		
	Lucky Dog Days	Delton/Judy
	Go, Dog, Go!	Eastman/P.D.
	Amazing World of Dinosaurs	Granger/Judith
	The Purple Coat	Hest/Amy
	Spot Goes to the Circus	Hill/Eric
	The Biscits In Double Trouble	Ingoglia/Gina
	Who Framed Roger Rabbit-Movie Storybook	Korman/Justine
	Little Danny Dinosaur	Palazzo-Craig/Janet
	Lovable Furry Old Grover's Resting Places	Stone/John
	The Real Ghostbusters-The Great Ghost Show	Teitelbaum/Michael
	Prehistoric Times	Troll Assoc
	Quick as a Cricket	Wood/Audrey
At Home: Read Aloud		
	Happy Birthday, Moon	Asch/Frank
	Cloudy With a Chance of Meatballs	Barrett/Judith
	Animalia	Base/Graeme
	Coyote Cry	Baylor/Byrd
	Small Wolf	Benchley/Nathaniel
	The Berenstain Bears and the Bad Habit	Berenstain/Stan & Berenstain/Jan
	The Pain and the Great One	Blume/Judy
	The Prince and the Pink Blanket	Brenner/Barbara
	Jerome the Babysitter	Christelow/Eileen
	Alf-Mission To Mars	Fleming/Robert Loren
	Land of Dreams	Foreman/Michael
	Gretchen's World	Hoffer/Alice
	The Very Worst Monster	Hutchins/Pat
	How the Camel Got His Hump	Kipling/Rudyard
	Adam Draws Himself a Dragon	Korschunow/Irna
	Cowardly Clyde	Peet/Bill
	Jethro & Joel Were A Troll	Peet/Bill
	The Fake Smurf	Peyo/
	The Smurf's Apprentice	Peyo/
	Mrs. Pig Gets Cross & Other Stories	Rayner/Mary
	Roundabout Train	Renwright/Betty
	Bartholomew and the Oobleck	Seuss/Dr.
	How the Grinch Stole Christmas	Seuss/Dr.
	The Lorax	Seuss/Dr.
	Suppertime for Frieda Fuzzypaws	Szekeres/Cyndy
	Fievel & Tiger	Teitelbaum/Michael
	The Real Ghostbusters-The Great Ghost Show	Teitelbaum/Michael
	Commander Toad & the Space Pirates	Yolen/Jane

Name	Book Title	Author
	In School: Read Aloud *—same as Student #1's In School:Read Aloud list*	

Name	Book Title	Author

Student #4 (Female Poorer Reader, 2nd Grade Literature-Only Class)

At Home: Guided		
	Highlights for Children (Feb 89)	(author unknown)
	National Geographic World Jan. 1989	(author unknown)
	Ranger Rick magazine (Feb 89)	(author unknown)
	Ranger Rick magazine (Mar 89)	(author unknown)
	U.S. Kids Magazine (April 89)	(author unknown)
	U.S. Kids Magazine (Dec 88)	(author unknown)
	U.S. Kids Magazine (Jan 89)	(author unknown)
	The Jolly Postman, Or, Other People's Letters	Ahlberg/Janet & Ahlberg/Allan
	Outer Space Adv	Arboleda/Alba
	Animalia	Base/Graeme
	The Snowman	Briggs/Raymond
	Arthur Goes to Camp	Brown/Marc
	Hand Rhymes	Brown/Marc
	Play Rhymes	Brown/Marc
	The True Francine	Brown/Marc
	Stone Soup	Brown/Marcia
	The Secret Birthday Message	Carle/Eric
	Penguins and Polar Bears	Crow/Sandra Lee
	Now One Foot, Now the Other	de Paola/Tomie
	Cinderella	Disney/Walt
	The Happy Lion	Fatio/Louise
	Animals In Winter	Fisher/Ron
	The Monkey and the Crocodile	Galdone/Paul
	Stacy Says Good-Bye	Giff/Patricia Reilly
	The Glow-in-the-Dark Night Sky Book	Hatchett/Clint
	How Animals Care For Their Babies	Hirschland/Roger B
	The Magic Locket	Koda-Callan/Elizabeth
	Raccoons	Kostyal/K.M.
	Mouse Tales	Lobel/Arnold
	Baby Birds and How They Grow	McCauley/Jane R
	How Animals Talk	McGrath/Susan
	Helping Our Animal Friends	Rinard/Judith
	Puppies	Rinard/Judith
	The Courage of Helen Keller	Sabin/Fran
	Imogene's Antlers	Small/David
	If You Take a Pencil	Testa/Fulvio
	Free To Be A Family	Thomas/Marlo (and Friends)
	The Mouse Bride	Turnbull/Lucia (retold by)
	The Terrible Leak	Uchida/Yoshiko
	Animals That Travel	Urquhart/Jennifer C
	Little Grey Rabbit's Christmas	Uttley/Alison
	Animals Helping People	Venino/Suzanne
	What Happens in the Autumn	Venino/Suzanne
	Little House In the Big Woods	Wilder/Laura Ingalls
At Home: Independent		
	Ranger Rick magazine	(author unknown)
	Santa's Toy Shop	(author unknown)
	The Complete Story of Walt Disney's Snow White & the Seven Dwarfs	(author unknown)
	World Famous Muriel	Alexander/Martha
	Miss Nelson Is Back	Allard/Harry & Marshall/James
	The Wild Swans	Andersen/Hans C & Milone/Karen

Name	Book Title	Author
Student #4	The Emperor and the Nightingale	Andersen/Hans C.
	Pick of the Litter	Auch/Mary Jane
	Jenny's Moonlight Adv	Averill/Esther
	Case of the Great Train Robbery	Bains/Rae
	Kermit's Mixed-Up Message	Barkan/Joanne
	Peter Pan	Barrie/James (Disney/Walt)
	Frosty the Snowman	Bedford/Annie North
	Madeline	Bemelmans/Ludwig
	Madeline's Rescue	Bemelmans/Ludwig
	The Berenstain Bear's Nursery Tales	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Bad Dream	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Bad Habit	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Big Election	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Dinosaurs	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Double Dare	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Ghost of the Forest	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Mansion Mystery	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Messy Room	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Sitter	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Spooky Old Tree	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Trouble With Friends	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Truth	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Week At Grandma's	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much Birthday	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much Junk Food	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and Too Much TV	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Get in a Fight	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Get Stage Fright	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears get the Gimmies	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Go To the Doctor	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Meet Santa Bear	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Ready, Get Set Go!	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears' Trouble With Money	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears: No Girls Allowed	Berenstain/Stan & Berenstain/Jan
	Fuzzy Rabbit	Billiam/Rosemary
	The One In the Middle Is the Green Kangaroo	Blume/Judy
	Ghost in the House	Bolton/Elizabeth
	Paddington Goes To Town	Bond/Michael
	Poems For the Children's Hour	Bouton/Josephine
	Case of the Missing Dinosaur	Brandt/Keith
	Wonders of the Seasons	Brandt/Keith
	Clifford Takes A Trip	Bridwell/Norman
	Clifford's Birthday Party	Bridwell/Norman
	Clifford's Family	Bridwell/Norman
	Clifford's Riddles	Bridwell/Norman
	The Witch Grows Up	Bridwell/Norman
	The Witch's Vacation	Bridwell/Norman
	Arthur's Tooth	Brown/Marc
	Home For A Bunny	Brown/Margaret Wise
	The Golden Egg Book	Brown/Margaret Wise
	Babar and His Children	Brunhoff/Jean de
	Babar Loses His Crown	Brunhoff/Jean de
	The Little House	Burton/Virginia L.
	Mike Mulligan and the Steam Shovel	Burton/Virginia Lee
	Henny Penny	Byer/Carol (illus.)
	The Secret Birthday Message	Carle/Eric
	Here Come the Littles	Carlson/Lorentz (adapt.)

Name	Book Title	Author
Student #4	Loudmouth George and the New Neighbors	Carlson/Nancy
	Loudmouth George and the Sixth Grade Bully	Carlson/Nancy
	Bambi	Carr/Jan (adapt)
	Dear Mr. Henshaw	Cleary/Beverly
	Bee My Valentine!	Cohen/Miriam
	First Grade Takes A Test	Cohen/Miriam
	Jim's Dog Muffins	Cohen/Miriam
	Liar Liar Pants On Fire!	Cohen/Miriam
	Starring First Grade	Cohen/Miriam
	When Will I Read?	Cohen/Miriam
	A Dog's Body	Cole/Joanna
	Pinnochio and his Puppet Show	Collodi/Carlo
	Miss Rumphius	Cooney/Barbara
	Morgan and Me	Cosgrove/Stephen
	Pish-Posh	Cosgrove/Stephen
	Serendipity	Cosgrove/Stephen
	A Bath For a Beagle (c.1970)	Crawford/Thomas
	Creatures Small and Furry	Crump/Donald J
	Life In the Forest	Curran/Eileen
	The Gingerbread Boy	Cutts/David (retold by)
	The House That Jack Built	Cutts/David (retold by)
	Now One Foot, Now the Other	de Paola/Tomie
	The Legend of Old Befana	de Paola/Tomie
	Too Many Hopkins	de Paola/Tomie
	A Pee Wee Christmas	Delton/Judy
	Blue Skies, French Fries	Delton/Judy
	Lucky Dog Days	Delton/Judy
	That Mushy Stuff	Delton/Judy
	101 Dalmations	Disney/Walt
	Alice In Wonderland	Disney/Walt
	Cinderella	Disney/Walt
	Lady and the Tramp	Disney/Walt
	Pinocchio	Disney/Walt
	Sleeping Beauty	Disney/Walt
	The Great Mouse Detective	Disney/Walt
	The Great Mouse Detective: Basil's Great Escapes	Disney/Walt
	The Winnie-the-Pooh Scratch and Sniff Book	Disney/Walt
	Walt Disney's Winnie-the-Pooh	Disney/Walt
	My Mother's Getting Married	Drescher/Joan
	The Twelve Days of Christmas	Eagle/Mike (illus.)
	Are You My Mother?	Eastman/P.D.
	Go, Dog, Go!	Eastman/P.D.
	The Sorcerer's Apprentice	Eastman/P.D. (retold by)
	Annie Finds a Home	Ehrlich/Amy
	Animals In Winter	Fisher/Ron
	The Story About Ping	Flack/Marjorie
	Corduroy	Freeman/Don
	Dandelion	Freeman/Don
	The Orphan and the Doll	Friedman/Tracy
	I'll Teach My Dog 100 Words	Frith/Michael
	Nothing-At-All	Gag/Wanda
	Spectacular Stone Soup	Giff/Patricia Reilly
	The Beast In Ms. Rooney's Room	Giff/Patricia Reilly
	The Candy Corn Contest	Giff/Patricia Reilly
	The Mystery of the Blue Ring	Giff/Patricia Reilly
	The Secret at the Polk Street School	Giff/Patricia Reilly
	The Valentine Star	Giff/Patricia Reilly

Name	Book Title	Author
Student #4	Today Was A Terrible Day	Giff/Patricia Reilly
	Easter Bunny's Lost Egg	Gordon/Sharon
	Advs in the Wild Wood	Grahame/Kenneth
	The Adventures of Mole, Rat and Toad	Grahame/Kenneth
	The Battle at Toad Hall	Grahame/Kenneth
	Honey Bunny's Easter Surprise	Greenberg/Rhonda Chalek
	Peeper and the Giant Easter Egg	Greenberg/Rhonda Chalek
	Little Red Riding Hood	Grimm/Jacob & Grimm/Wilhelm
	Snow White and the Seven Dwarfs	Grimm/Jacob & Grimm/Wilhelm
	The Elves and the Shoemaker	Grimm/Jacob & Grimm/Wilhelm
	The Golden Goose	Grimm/Jacob & Grimm/Wilhelm
	The King, The Mice, and the Cheese	Gurney/Nancy & Gurney/Eric
	The Haunted House (Peanut Butter&Jelly)	Haas/Dorothy
	Your Pet Bear	Hamsa/Bobbie
	Little Miss Tiny	Hargreaves/Roger
	Dogs	Hart/Angela
	Animal Rescue Farm: Animal Orphans	Hart/Avery & Mantell/Paul
	Little Witch's Big Night	Hautzig/Deborah
	The Country Bunny and the Little Gold Shoes, as Told to Jenifer	Heyward/Du Bose
	The Birthday Car	Hillert/Margaret
	How Animals Care For Their Babies	Hirschland/Roger B
	Arthur's Halloween Costume	Hoban/Lillian
	Arthur's Honey Bear	Hoban/Lillian
	A Baby Sister For Frances	Hoban/Russell
	A Bargain For Frances	Hoban/Russell
	Bedtime For Frances	Hoban/Russell
	Best Friends For Frances	Hoban/Russell
	Who Wants an Old Teddy Bear?	Hofmann/Ginnie
	Angelina Ballerina	Holabird/Katharine
	Honey Bear	Hopkins/Margo
	Honey Rabbit	Hopkins/Margo
	Rosie's Walk	Hutchins/Pat
	The Value of Truth and Trust:The Story of Cochise	Johnson/Ann Donegan
	Harold and the Purple Crayon	Johnson/Crockett
	The Value of Believing In Yourself: The Story of Louis Pasteur	Johnson/Spencer M.D.
	The Chipmunk's Cruise	Karman/Janice & Bagdasarian/Ro
	Month By Month: A Care Bear Book Of Poems	Katz/Bobbi
	The Mysterious Tadpole	Kellogg/Steven
	Kissyfur's Song	Kelly/Marylinn
	The Big Mile Race	Kessler/Leonard
	Problem Puppies	Korman/Justine
	Raccoons	Kostyal/K.M.
	How Spider Saved Halloween	Kraus/Robert
	The Big Bunny and the Easter Eggs	Kroll/Steven
	Teddies to the Rescue	Kurland/Alexandra
	Come Over to My House	LeSieg/Theo
	Hooper Humperdink...? Not Him!	LeSieg/Theo
	I Wish That I Had Duck Feet	LeSieg/Theo
	The Poky Little Puppy and the Lost Bone	Leslie/Sarah
	Something Queer at the Haunted School	Levy/Elizabeth
	Alexander and the Wind-Up Mouse	Lionni/Leo
	Celebrations	Livingston/Myra Cohn
	A Treeful of Pigs	Lobel/Arnold
	Frog and Toad Together	Lobel/Arnold
	Ming Lo Moves the Mountain	Lobel/Arnold

Name	Book Title	Author
Student #4	Mouse Soup	Lobel/Arnold
	Mouse Tales	Lobel/Arnold
	The Care Bears' Garden	Maison/Della
	Baby Sitters Little Sister #1: Karen's Witch	Martin/Ann M
	Baby Sitters Little Sister #2: Karen's Roller Skates	Martin/Ann M
	The Olden Days	Mathieu/Joe
	Rudolph the Red Nosed Reindeer Shines Again	May/Robert L (adpt.)
	Merry Christmas Mom and Dad	Mayer/Mercer
	Megan Gets a Dollhouse	McArthur/Nancy
	Africa's Animal Giants	McCauley/Jane R
	Baby Birds and How They Grow	McCauley/Jane R
	Blueberries For Sal	McCloskey/Robert
	Father Bear Comes Home	Minarik/Else Holmelund
	The Night Before Christmas	Moore/Clement
	Gideon: The Little Bear Cub	Mora/Emma
	Dorothy and the Wicked Witch	Naden/C.J. (adapted by)
	Off To See the Wizard	Naden/C.J. (adapted by)
	Over the Rainbow	Naden/C.J. (adapted by)
	The Legend of Santa Claus	Oliver/Mary
	More Adventures With Toad	Palazzo-Craig/Janet (adapt.)
	Amelia Bedelia	Parish/Peggy
	Amelia Bedelia and the Baby	Parish/Peggy
	Amelia Bedelia and the Surprise Shower	Parish/Peggy
	Good Work, Amelia Bedelia	Parish/Peggy
	Play Ball, Amelia Bedelia	Parish/Peggy
	Big Bad Bruce	Peet/Bill
	Copy Cat Dog	Pellowski/Michael J.
	King Midas and the Golden Touch	Perkins/Al
	Cinderella With Benjy and Bubbles	Perrault/Charles
	My Clock Book	Peter/John
	The Little Red Caboose	Potter/Miriam
	The Surprise Party	Prager/Annabelle
	It's Valentine's Day	Prelutsky/Jack
	The Land Before Time: The Search For The Great Valley	Razzi/Jim (adapt.)
	Meet the Care Bears	Reich/Al
	Curious George Takes A Job	Rey/H.A.
	Cecily G. and the 9 Monkeys	Rey/H.L.
	Black Beauty Finds a Home	Richardson/I.M. (adapt.)
	Black Beauty Grows Up	Richardson/I.M. (adapt.)
	The Courage of Black Beauty	Richardson/I.M. (adapt.)
	Puppies	Rinard/Judith
	The Biggest Most Beautiful Christmas Tree	Rosenberg/Amye
	Wonders of the Pond	Sabin/Fran
	The Great Santa Claus Mystery	Sabin/Fran & Sabin/Lou
	Young Ben Franklin	Santrey/Laurence
	The Sweet Smell of Christmas	Scarry/Patricia
	Be My Valentine, Charlie Brown	Schulz/Charles
	The Tomorrow Book	Schwerin/Doris
	The Sign On Rosie's Door	Sendak/Maurice
	And To Think I Saw It On Mulberry Street	Seuss/Dr.
	Green Eggs and Ham	Seuss/Dr.
	The Cat In the Hat	Seuss/Dr.
	Mitchell Is Moving	Sharmat/Marjorie
	Nate the Great and the Lost List	Sharmat/Marjorie
	Nate the Great and the Phony Clue	Sharmat/Marjorie
	Nate the Great and the Snowy Trail	Sharmat/Marjorie
	David's First Bicycle	Silver/Rosalie

Name	Book Title	Author
Student #4	Castle in the Clouds	Simon/Morns
	Imogene's Antlers	Small/David
	Thinking	Smith/Kathie B & Crenson/Victoria
	Sylvester & the Magic Pebble	Steig/William
	Fried Feathers For Thanksgiving	Stevenson/James
	Kitty-A Cat's Diary	Supraner/Robyn
	Mystery of the Witch's Shoes	Supraner/Robyn
	Can You Hear Me, Grandad?	Thomson/Pat
	The Treasure Sock	Thomson/Pat
	White Snow, Bright Snow	Tresselt/Alvin
	Tom Sawyer & Buried Treasure	Twain/Mark (adapt.)
	Animals That Travel	Urquhart/Jennifer C
	Little Grey Rabbit's Christmas	Uttley/Alison
	Tales of Oliver Pig	Van Leeuwen/Jean
	Animals Helping People	Venino/Suzanne
	Ira Sleeps Over	Waber/Bernard
	Lyle, Lyle, Crocodile	Waber/Bernard
	Bear, Wolf and Mouse	Wahl/Jan
	Strawberry Shortcake & the Winter That Would Not End	Wallner/Alexandra
	The Adventures of Strawberry Shortcake & Her Fnends	Wallner/Alexandra
	City Mouse Country Mouse and Two More Tales From Aesop	Wallner/John
	Hank and Oogie	Weiss/Nicki
	Morris's Disappearing Bag	Wells/Rosemary
	Heathcliff Goes To Hollywood	Weyn/Suzanne
	Silver	Whelan/Gloria
	Walt Disney's Winnie-the-Pooh: A Tight Squeeze	White/Al
	Little House In the Big Woods	Wilder/Laura Ingalls
	Little House on the Prairie	Wilder/Laura Ingalls
	Chester Chipmunk's Thanksgiving	Williams/Barbara
	The Velveteen Rabbit	Williams/Margery
	The Stolen Horse	Wyeth/Sharon D.
	Owl Moon	Yolen/Jane
	The Christmas Dolls	York/Carol Beach
	Trip Day	Ziefert/Harriet
At Home: Read Aloud		
	Ranger Rick magazine (Feb 89)	(author unknown)
	Ranger Rick magazine (Mar 89)	(author unknown)
	U.S. Kids Magazine (Dec 88)	(author unknown)
	US Kids-Jan. 1989 Vol 2 No 2	(author unknown)
	Little Women	Alcott/Louisa May
	Clifford Wants a Cookie	Bndwell/Norman
	Stone Soup	Brown/Marcia
	A Little Princess	Burnett/Frances H
	Creatures Small and Furry	Crump/Donald J
	Cinderella	Disney/Walt
	Creatures of the Woods	Eugene/Toni
	The Happy Lion	Fatio/Louise
	The Monkey and the Crocodile	Galdone/Paul
	Africa's Animal Giants	McCauley/Jane R
	Baby Birds and How They Grow	McCauley/Jane R
	Ways Animals Sleep	McCauley/Jane R
	Ranger Rick (February 1989)	Ranger Rick
	Ranger Rick (March 1989)	Ranger Rick
	The World Beneath Your Feet	Rinard/Judith

Name	Book Title	Author
Student #4	The "Awful Mess" Mystery	Robert/Adrian
	The Mouse Bride	Turnbull/Lucia (retold by)
	Tom Sawyer Lost In A Cave	Twain/Mark
	The Terrible Leak	Uchida/Yoshiko
	US Kids (January 1989 Vol.2. No.2)	US Kids
	The House on East 88th Street	Waber/Bernard
	The Velveteen Rabbit	Williams/Margery
In School: Read Aloud *—see Student #1's In School: Read Aloud list*		

Name	Book Title	Author

Student #5 (Male Better Reader, 2nd Grade Basal & Literature Class)

At Home: Guided		
	Bugs Bunny and the Health Hog (Golden Book)	
	Bugs Bunny's Space Carrot (Warner Brothers)	
	We Celebrate the Eucharist	
	Who Took the Farmer's Hat	Nodset/Joan L.
	The Little Tale of Peter Rabbit	Potter/Beatrix
	The Tale of Benjamin Bunny	Potter/Beatrix
At Home: Independent		
	Sports Illustrated For Kids-April 89	(author unknown)
	Sports Illustrated For Kids-March 89	(author unknown)
	Baseball's Hottest Hitters	Aaseng/Nathan
	Cowboy Andy	Chandler/Edna Walker
	Earthstar Magic	Chew/Ruth
	Magic Coin	Chew/Ruth
	No Such Thing as a Witch	Chew/Ruth
	The Magic Cave	Chew/Ruth
	The Wishing Tree	Chew/Ruth
	The Witch's Garden	Chew/Ruth
	Witch in the House	Chew/Ruth
	Henry Huggins	Cleary/Beverly
	Nate the Great and the Fishy Prize	Sharmat/Marjorie
In School: Independent		
	Meat Pies and Sausages	(author unknown)
	Tom Swift-the Rescue Mission	Appleton/Victor II
	Superfudge	Blume/Judy
	The One in the Middle is the Green Kangaroo	Blume/Judy
	The Empty Squirrel	Carrick/Carol
	Do-It-Yourself Magic	Chew/Ruth
	Earthstar Magic	Chew/Ruth
	Summer Magic	Chew/Ruth
	The Magic Cave	Chew/Ruth
	The Magic Coin	Chew/Ruth
	The Wishing Tree	Chew/Ruth
	The Witch's Buttons	Chew/Ruth
	What the Witch Left	Chew/Ruth
	How to Tell the Top of a Hill	Ciardi/John
	Drag Racing	Coombs/Charles
	A Pee Wee Christmas	Delton/Judy
	Grumpy Pumpkins	Delton/Judy
	Lucky Dog Days	Delton/Judy
	Peanut Butter Pilgrims	Delton/Judy
	Great Pro Quarterbacks	Duroska/Lud
	Modern Hockey Superstars	Gutman/Bill
	Rod Carew	Hahn/James and Lynn
	Mr. Sniff and the Motel Mystery	Lewis/Thomas P.
	A Needle Fights for Freedom	Machellan/E. & Schroll/C.
	The Snake That Went to School	Moore/Lillian
	Noodles	O'Toole/Sharon
	Pickle Creature	Pinkwater/Daniel
	The Cow	Prelutsky/Jack
	Akimba and the Magic Cow	Rose/Anne K.
	Nate the Great and the Missing Key	Sharmat/Marjorie
	The Amazing Bone	Steig/William

Name	Book Title	Author
Student #5		
In School: Read Aloud		
	She Tells the Teeny-Tiny Woman	
	Oh Kojo! How Could You!	Aardema/Verna
	Move Over Twerp	Alexander/Martha
	The Sweet Touch	Balian/Lorna
	The Paper Crane	Bang/Molly
	Dinosaur's Divorce: A Guide for Changing Families	Brown/Laurie & Brown/Marc
	A Memory for Tino	Buscaglia/Leo
	Dear Zoo	Campbell/Rod
	Harold and the Great Stag	Carnick/Donald
	Janet's Thingamajigs	Cleary/Beverly
	Bony Legs	Cole/Joanna & Zimmer/Dirk
	Nana Upstairs and Nana Downstairs	de Paola/Tomie
	The Legend of the Indian Paintbrush	de Paola/Tomie
	I Saw a Ship-a-Sailing	Domanska/Janina
	The Black Stallion	Farley/Walter
	Today Was a Terrible Day	Giff/Patricia Reilly
	Evan's Corner	Hill/Elizabeth S.
	Angelina Ballerina	Holabird/Katharine
	Angelina Ballerina and the Princess	Holabird/Katharine
	Alfie Gets in First	Hughes/Shirley
	The Very Worst Monster	Hutchins/Pat
	Can I Keep Him?	Kellogg/Steven
	Leo the Late Bloomer	Kraus/Robert
	Looking For Daniela: A Romantic Adv	Kroll/Steven
	Where the River Begins	Locker/Thomas
	Andy and the Tire	Louik/Craig
	Burt Dow, Deep-Water Man	McCloskey/Robert
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	I'm Not Going to Get Up Today	Seuss/Dr.
	Conrad's Castle	Shecter/Ben
	Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein	Silverstein/Shel
	The Kid Next Door and Other Headaches	Smith/Janice Lee
	Ben's Dream	Van Allsburg/Chris
	The Stranger	Van Allsburg/Chris
	The Tenth Good Thing About Barney	Viorst/Judith
	The Little Old Lady Who Was Not Afraid of Anything	Williams/Linda
	Harry Takes a Bath	Ziefert/Harriet

Name	Book Title	Author

Student #6 (Female Better Reader, 2nd Grade Basal & Literature Class)

At Home: Guided		
	Clifford's Good Deeds	Bridwell/Norman
	Clifford's Manners	Bridwell/Norman
	Goodnight Moon	Brown/Margaret Wise
	Once Upon a Potty	Frankel/Ellona
	The Monkey and the Crocodile	Galdone/Paul
	A Day in the Life of Oscar	Hayward/Linda
	The Sesame Street Sun	Hayward/Linda
	Prairie Dawns Upside Down	Korr/David
	When is Saturday	Kovacs/Deborah
	The Trouble with Timothy	Ludlow/Margaret
	Battle the Freeze Machine	Rosenblatt/Arthur S.
	A Light in the Attic	Silverstein/Shel
	The Amazing Bone	Steig/William
	Mufaro's Beautiful Daughters	Steptoe/John
At Home: Independent		
	Bible Stories-Genesis	
	City Kids Magazine	(author unknown)
	The Mitten	(author unknown)
	The Berenstain Bears Get Stage Fright	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears get the Gimmies	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears Go to School	Berenstain/Stan & Berenstain/Jan
	The One in the Middle is the Green Kangaroo	Blume/Judy
	Bear's Surprise Party	Bowden/Joan
	Whisper Flying is Fun	Brown/Christopher
	Arthur Goes to Camp	Brown/Marc
	Arthur's Eyes	Brown/Marc
	The Runaway Bunny	Brown/Margaret Wise
	Corduroy	Freeman/Don
	The Almost Awful Play	Giff/Patricia Reilly
	The Beast in Ms. Rooney's Room	Giff/Patricia Reilly
	Meet the Muppet Babies	Gikow/Louise
	Happy Hollow I	Goodrich/Beatrice
	Happy Hollow II	Goodrich/Beatrice
	A Love Note For Baby Piggy	Howe/James
	When is Saturday	Kovacs/Deborah
	Swimmy	Lionni/Leo
	The Witch Who was Afraid of Witches	Low/Alice
	The Baby Bee-Bee Bird	Massie/Diane R.
	Blueberries for Sal	McCloskey/Robert
	We Went to the Doctor	Memling/Carl
	Muffie Mouse and the Busy Birthday	Nixon/Joan Lowery
	The Tale of Tom Kitten	Potter/Beatrix
	She's a Good Skate, Charlie Brown	Schulz/Charles
	Caps for Sale	Slobodkina/Esphyr
	Imogene's Antlers	Small/David
	Chocolate Fever	Smith/Robert Kimmel
	I'd Rather Stay With You	Steiner/Charlotte
	The Monster at the End of this Book	Stone/John
	The Amazing Mumford Forgets Magic Words	Thacklay/Patricia
	Farmer Boy	Wilder/Laura Ingalls
	Little House In the Big Woods	Wilder/Laura Ingalls
	Little House on the Prairie	Wilder/Laura Ingalls
	Morris Has A Cold	Wiseman/Bernard

Name	Book Title	Author
Student #6	No Roses for Harry	Zion/Gene
At Home: Read Aloud		
	Disney Favorite Nursery Tales	
	Donald Duck and the Witch Next Door	
	Mickey Mouse and the Best Neighbor Contest	
	City Kids Magazine-April 89	(author unknown)
	Miss Nelson Has a Field Day	Allard/Harry & Marshall/James
	Miss Nelson Is Missing!	Allard/Harry & Marshall/James
	The Acorn Tree	Angelo/Valenti
	Little Rabbit's Baby Brother	Manushkin/Fran
	Amelia Bedelia	Parish/Peggy
	It's a Mystery, Charlie Brown	Schulz/Charles
	The Beast in the Bathtub	Stevens/Kathleen
In School: Independent		
	Streamers	
	Grade Three Math	Banhister/Robert
	The One in the Middle is the Green Kangaroo	Blume/Judy
	Dinosaur's Divorce: A Guide for Changing Families	Brown/Laurie & Brown/Marc
	The Witch's Buttons	Chew/Ruth
	What the Witch Left	Chew/Ruth
	Get Well Clown-a-Rounds	Cole/Joanna
	I Hate My Brother Harry	Dragonwagon/Crescent
	Buck is Back	Ehrlich/Amy
	Noah's Ark	Hayward/Linda
	Be a Perfect Person in Three Days	Manes/Stephen
	Just Me and My Puppy	Mayer/Mercer
	In a Peoples' House	Meoseis/
	My New Boy	Phillips/Joann
	It's Your First Kiss, Charlie Brown	Schulz/Charles
In School: Read Aloud		
	She Tells the Teeny-Tiny Woman	
	Oh Kojo! How Could You!	Aardema/Verna
	Move Over Twerp	Alexander/Martha
	The Sweet Touch	Balian/Lorna
	The Paper Crane	Bang/Molly
	Dinosaur's Divorce: A Guide for Changing Families	Brown/Laurie & Brown/Marc
	A Memory for Tino	Buscaglia/Leo
	Dear Zoo	Campbell/Rod
	Harold and the Great Stag	Carrick/Donald
	Janet's Thingamajigs	Cleary/Beverly
	Bony Legs	Cole/Joanna & Zimmer/Dirk
	Nana Upstairs and Nana Downstairs	de Paola/Tomie
	The Legend of the Indian Paintbrush	de Paola/Tomie
	I Saw a Ship-a-Sailing	Domanska/Janina
	The Black Stallion	Farley/Walter
	Today Was a Terrible Day	Giff/Patricia Reilly
	Evan's Corner	Hill/Elizabeth S.
	Angelina Ballerina	Holabird/Katharine
	Angelina Ballerina and the Princess	Holabird/Katharine
	Alfie Gets in First	Hughes/Shirley
	The Very Worst Monster	Hutchins/Pat
	Can I Keep Him?	Kellogg/Steven
	Leo the Late Bloomer	Kraus/Robert

Name	Book Title	Author
Student #6	Looking For Daniela: A Romantic Adv	Kroll/Steven
	Where the River Begins	Locker/Thomas
	Andy and the Tire	Louik/Craig
	Burt Dow, Deep-Water Man	McCloskey/Robert
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	I'm Not Going to Get Up Today	Seuss/Dr.
	Conrad's Castle	Shecter/Ben
	Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein	Silverstein/Shel
	The Kid Next Door and Other Headaches	Smith/Janice Lee
	Ben's Dream	Van Allsburg/Chris
	The Stranger	Van Allsburg/Chris
	The Tenth Good Thing About Barney	Viorst/Judith
	The Little Old Lady Who Was Not Afraid of Anything	Williams/Linda
	Harry Takes a Bath	Ziefert/Harriet

Name	Book Title	Author

Student #7 (Male Poorer Reader, 2nd Grade Basal & Literature Class)

At Home: Guided		
	Streamers	
	Wolf Cub Scout Book	(author unknown)
	Don't Eat Too Much Turkey	Cohen/Miriam
	Jim's Dog Muffins	Cohen/Miriam
	No Good in Art	Cohen/Miriam
	Say Cheese	Giff/Patricia Reilly
	Nobody Listens to Andrew	Guilfoile/Elizabeth
	We Gather/Remember and Eat	Mitchell/Joan
	Amelia Bedelia and the Surprise Shower	Parish/Peggy
	The Oregon Trail	Parkman/Francis
	Just Bear	Tallarico/Tony
	Just Mice	Tallarico/Tony
	Cream of Creature from the School Cafeteria	Thaler/Mike
	The Treasure Sock	Thomson/Pat
	The Small Potatoes Club	Ziefert/Harriet
At Home: Independent		
	Boy's Life Magazine (March 89)	
	Boy's Life Magazine (Feb. 89)	(author unknown)
	Boy's Life MAG (May 89)	(author unknown)
	Wolf Cub Scout Book	(author unknown)
	Madeline's Rescue	Bemelmans/Ludwig
	Starring First Grade	Cohen/Miriam
	Say Cheese	Giff/Patricia Reilly
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	Cream of Creature from the School Cafeteria	Thaler/Mike
	The Small Potatoes Club	Ziefert/Harriet
At Home: Read Aloud		
	Jim and the Beanstalk	
	On the Road	Barnabe-Dauvister/J
	Grand Canyon:The Story Behind the Scenery	Beal/Merrill D
	The Berenstain Bears' Trouble With Money	Berenstain/Stan & Berenstain/Jan
	Clifford Gets A Job	Bridwell/Norman
	Socks	Cleary/Beverly
	Nathan's Fishing Trip	Delacre/Lulu
	It's Anybody's Ball Game	Garagiola/Joe
	101 Dinosaur Jokes	Hirsch/Phil
	If You Grew Up with Abraham Lincoln	McGovern/Ann
	We Gather/Remember and Eat	Mitchell/Joan
	The Oregon Trail	Parkman/Francis
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	Bored--Nothing to Do!	Spier/Peter
	Cream of Creature from the School Cafeteria	Thaler/Mike
In School: Independent		
	Spiders	
	VW Book	
	The Golden Guide-Birds	(author unknown)
	The Paper Crane	Bang/Molly
	The Berenstain Bears and the Ghost of the Forest	Berenstain/Stan & Berenstain/Jan
	It's George!	Cohen/Miriam
	Little Chief	Hoff/Syd
	Here Comes Strike-out	Kessler/Leonard

Name	Book Title	Author
Student #7	Amelia Bedelia	Parish/Peggy
	Cream of Creature from the School Cafeteria	Thaler/Mike
	Push Kitty	Wahl/Jan
In School: Read Aloud		
	She Tells the Teeny-Tiny Woman	
	Oh Kojo! How Could You!	Aardema/Verna
	Move Over Twerp	Alexander/Martha
	The Sweet Touch	Balian/Lorna
	The Paper Crane	Bang/Molly
	Dinosaur's Divorce: A Guide for Changing Families	Brown/Laurie & Brown/Marc
	A Memory for Tino	Buscaglia/Leo
	Dear Zoo	Campbell/Rod
	Harold and the Great Stag	Carrick/Donald
	Janet's Thingamajigs	Cleary/Beverly
	Bony Legs	Cole/Joanna & Zimmer/Dirk
	Nana Upstairs and Nana Downstairs	de Paola/Tomie
	The Legend of the Indian Paintbrush	de Paola/Tomie
	I Saw a Ship-a-Sailing	Domanska/Janina
	The Black Stallion	Farley/Walter
	Today Was a Terrible Day	Giff/Patricia Reilly
	Evan's Corner	Hill/Elizabeth S.
	Angelina Ballerina	Holabird/Katharine
	Angelina Ballerina and the Princess	Holabird/Katharine
	Alfie Gets in First	Hughes/Shirley
	The Very Worst Monster	Hutchins/Pat
	Can I Keep Him?	Kellogg/Steven
	Leo the Late Bloomer	Kraus/Robert
	Looking For Daniela: A Romantic Adv	Kroll/Steven
	Where the River Begins	Locker/Thomas
	Andy and the Tire	Louik/Craig
	Burt Dow, Deep-Water Man	McCloskey/Robert
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	I'm Not Going to Get Up Today	Seuss/Dr.
	Conrad's Castle	Shecter/Ben
	Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein	Silverstein/Shel
	The Kid Next Door and Other Headaches	Smith/Janice Lee
	Ben's Dream	Van Allsburg/Chris
	The Stranger	Van Allsburg/Chris
	The Tenth Good Thing About Barney	Viorst/Judith
	The Little Old Lady Who Was Not Afraid of Anything	Williams/Linda
	Harry Takes a Bath	Ziefert/Harriet

Name	Book Title	Author

Student #8 (Female Poorer Reader, 2nd Grade Basal & Literature Class)

At Home: Guided		
	The Bear's Picnic	Berenstain/Stan & Berenstain/Jan
	The Quilt Story	Johnston/Tony
	Curious George Visits A Police Station	Rey/Margret
At Home: Independent		
	Streamers	
	Highlights for Children (March 89)	(author unknown)
	Highlights for Children (April)	(author unknown)
	Highlights for Children (May 89)	(author unknown)
	Dictopedia/The Crane Maiden	Add/Wesley
	Move Over Twerp	Alexander/Martha
	Unhappy Prince	Andrews
	The Berenstain Bears Forget their Manners	Berenstain/Stan & Berenstain/Jan
	The Case of the Cat's Meow	Bonsall/Crosby
	Mike Mulligan and the Steam Shovel	Burton/Virginia Lee
	Milk	Carrick/Donald
	The Blanket That Had to Go	Cooney/Nancy Evans
	Clyde Marston	Crow/Sandra Lee
	Now One Foot, Now the Other	de Paola/Tomie
	Caveboy	Diebowski
	Go, Dog, Go!	Eastman/P.D.
	A Visit from Dr. Cats	Elguin/Ursula
	The Tower of London	Fisher/Leonard Everett
	Teddy Rukpin Lullabies	Forest
	The Air Ship	Forse/K
	The Book of Bears	Forse/K
	The Little Red Hen	Galdone/Paul
	Lazy Lion's Lucky Lambs	Giff/Patricia Reilly
	Her 7 Brothers	Goble/Paul
	Star Bright	Gray/Patsey
	Wake up, Sun!	Harrison/David L.
	Hello There Care Bears-Tale from C.B.A Friend for Francis	Hayward/Linda
	Arthur's Honey Bear	Hoban/Lillian
	Oliver	Hoff/Syd
	Sammy the Seal	Hoff/Syd
	The Quilt Story	Johnston/Tony
	A Letter to Amy	Keats/Ezra
	Jenny's Hat	Keats/Ezra
	Pinkerton, Behave!	Kellogg/Steven
	Down on the Funny Farm	King/P.E.
	The Story of Ferdinand	Leaf/Munro
	Jafta	Lewin/Hugh
	Canonball Chris	Marzollo/Jean
	Soccer Sam	Marzollo/Jean
	Me Too!	Mayer/Mercer
	No Fighting, No Biting	Minarik/Else Holmelund
	Murmel, Murmel, Murmel	Munsch/Robert
	The Paper Bag Princess	Munsch/Robert
	Come Back, Amelia Bedelia	Parish/Peggy
	I Was a Second Grade Werewolf	Pinkwater/Daniel
	Elizabite: Advs of a Carniverous Plant	Rey/H.L.
	Curious George Goes Sledding	Rey/Margret
	Curious George Visits A Police Station	Rey/Margret
	The Cake that Mack Ate	Robart/Rose

Name	Book Title	Author
Student #8	A Child's Bible Lessons from the Torah	Rossell
	"Could Be Worse"	Stevenson/James
	My Friend Mr. Morris	Thomson/Pat
	Maebelle's Suitcase	Tusa/Trisha
	The Z Was Zapped	Van Allsburg/Chris
	The Man with Many Telephones	Zellman/Evans
	The Small Potatoes and the Magic Show	Ziefert/Harriet
	The Small Potatoes and the Sleepover	Ziefert/Harriet
	Harry the Dirty Dog	Zion/Gene
At Home: Read Aloud		
	Gooseberries to Oranges	
	The Deluxe Fairy Tale Book	(author unknown)
	The Number on My Grandfather's Arm	Adler/David
	Billy and Blaze	Anderson/C.W.
	Blaze and the Mountain Lion	Anderson/C.W.
	Blaze Finds Forgotten Roads	Anderson/C.W.
	Lonesome Little Colt	Anderson/C.W.
	The Rumble Seat Pony	Anderson/C.W.
	I Know an Old Lady Who Swallowed a Fly	Bonne/Rose
	Molly's Pilgrim	Cohen/Barbara
	What Happens Next?	Domanska/Janina
	Josephine	Engle
	The Story About Ping	Flack/Marjorie
	Roger the Rosinback	Garbutt/Bernard
	Leroyoops	Glasser/Barbara
	Her 7 Brothers	Goble/Paul
	Frere Jacques	Hazen/Barbara
	Moses the Kitten	Herriot/James
	The Country Bunny and the Little Gold Shoes, as Told to Jenifer	Heyward/Du Bose
	No, Agatha!	Isadora/Rachel
	The Snowy Day	Keats/Ezra
	The Beginning of the Armadillo	Kipling/Rudyard
	A Very Special House	Kraus/Ruth
	Alexander and the Wind-Up Mouse	Lionni/Leo
	That New Baby	Mann/Peggy
	Knots on a Counting Rope	Martin/Bill & Archambault/John
	Rachel Resides	Melindabuer
	Sam, Bangs and Moonshine	Ness/Evaline
	Three Stalks of Corn	Politi/Leo
	Where's Peter Rabbit	Potter/Beatrix
	The Surprise Party	Prager/Annabelle
	The Cake that Mack Ate	Robart/Rose
	A Child's Bible Lessons from the Torah	Rossell
	Green Eggs and Ham	Seuss/Dr.
	The Wee Wee Mannie and the Big Big Coo	Sewall/Marcia
	Lucretia the Unbearable	Sharmat/Marjorie
	A Light in the Attic	Silverstein/Shel
	Dinosaur My Darling	Thatcher/Edith
	Maebelle's Suitcase	Tusa/Trisha
	Jumanji	Van Allsburg/Chris
	The Polar Express	Van Allsburg/Chris
	The Wreck of the Zephyr	Van Allsburg/Chris
	Two Bad Ants	Van Allsburg/Chris
	The Reward Worth Having	Williams/Jay
	King Bidgood's in the Bathtub	Wood/Audrey

Name	Book Title	Author
	Pumpkin Seeds	Yezback/Steven
	Will You Count the Stars with Me?	Zalben/Jane B.
In School: Independent		
	Just Like Daddy	Asch/Frank
	Sam the Minute Man	Benchley/Nathaniel
	The Berenstain Bears and the Messy Room	Berenstain/Stan & Berenstain/Jan
	The Berenstain Bears and the Spooky Old Tree	Berenstain/Stan & Berenstain/Jan
	The One In the Middle is the Green Kangaroo	Blume/Judy
	Arthur's Eyes	Brown/Marc
	Arthur's Tooth	Brown/Marc
	Jimmy Lee Did It	Cummings/Pat
	Nana Upstairs and Nana Downstairs	de Paola/Tomie
	Now One Foot, Now the Other	de Paola/Tomie
	The Legend of the Indian Paintbrush	de Paola/Tomie
	Flip	Dennis/Wesley
	Pretty Good Magic	East/Cathy
	A Three Hat Day	Geringer/Laura
	Jillian Jiggs	Gilman/Phoebe
	The Quilt Story	Johnston/Tony
	Ghosts and Crows and Things (?)	Kessler/Leonard
	Here Comes Strike-out	Kessler/Leonard
	Blueberries for Sal	McCloskey/Robert
	Amelia Bedelia	Parish/Peggy
	I Was a Second Grade Werewolf	Pinkwater/Daniel
	Where-A Toy Discovery Book	Smith/Kathy
	A Better Way	Smith/Mare L
	What's Under My Bed?	Stevenson/James
	Push Kitty	Wahl/Jan
	The Little Old Lady Who Was Not Afraid of Anything	Williams/Linda
	The Lion and the Stoat	Zelinsky/Paul O.
	Cat Games	Ziefert/Harriet
	Harry Takes a Bath	Ziefert/Harriet
In School: Read Aloud		
	She Tells the Teeny-Tiny Woman	
	Oh Kojo! How Could You!	Aardema/Verna
	Move Over Twerp	Alexander/Martha
	The Sweet Touch	Balian/Lorna
	The Paper Crane	Bang/Molly
	Dinosaur's Divorce: A Guide for Changing Families	Brown/Laurie & Brown/Marc
	A Memory for Tino	Buscaglia/Leo
	Dear Zoo	Campbell/Rod
	Harold and the Great Stag	Carrick/Donald
	Janet's Thingamajigs	Cleary/Beverly
	Bony Legs	Cole/Joanna & Zimmer/Dirk
	Nana Upstairs and Nana Downstairs	de Paola/Tomie
	The Legend of the Indian Paintbrush	de Paola/Tomie
	I Saw a Ship-a-Sailing	Domanska/Janina
	The Black Stallion	Farley/Walter
	Today Was a Terrible Day	Giff/Patricia Reilly
	Evan's Corner	Hill/Elizabeth S.
	Angelina Ballerina	Holabird/Katharine
	Angelina Ballerina and the Princess	Holabird/Katharine
	Alfie Gets in First	Hughes/Shirley
	The Very Worst Monster	Hutchins/Pat
	Can I Keep Him?	Kellogg/Steven

Name	Book Title	Author
Student #8	Leo the Late Bloomer	Kraus/Robert
	Looking For Daniela: A Romantic Adv	Kroll/Steven
	Where the River Begins	Locker/Thomas
	Andy and the Tire	Louik/Craig
	Burt Dow, Deep-Water Man	McCloskey/Robert
	Doctor Knock Knock's Official Knock Knock Dictionary	Rosenbloom/Joseph
	I'm Not Going to Get Up Today	Seuss/Dr.
	Conrad's Castle	Shecter/Ben
	Where the Sidewalk Ends: The Poems and Drawings of Shel Silverstein	Silverstein/Shel
	The Kid Next Door and Other Headaches	Smith/Janice Lee
	Ben's Dream	Van Allsburg/Chris
	The Stranger	Van Allsburg/Chris
	The Tenth Good Thing About Barney	Viorst/Judith
	The Little Old Lady Who Was Not Afraid of Anything	Williams/Linda
	Harry Takes a Bath	Ziefert/Harriet